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## ABSTRACT

This document is comprised of four Faculty Association of California Community Colleges (FACCC) newsletters. The September 1999 issue is entitled "Capitol Comments: Read What Lawmakers Say about Community Colleges in Response to the Third FACCCTS Legislator Poll." This newsletter contains the following articles: "Capitol Comments," which examines how community colleges have touched the lives of legislators, why they think highly of the California Community Colleges system, and how they plan to help; and "Authors Debunk Prop 209 Myths," which demonstrates how practical affirmative action can be. The December 1999 issue is entitled "The Spirit of Advocacy." This newsletter contains the following articles: "Transform Partnership for Excellence," which sheds some light on the problems with Partnership for Excellence and why community college leaders must insist on changing; and "Transition to Trustee: A Faculty View," in which the author writes about her experience running for elected office, her toughest decisions as a trustee so far, and why she encourages other faculty members to follow the same path. The March/April 2000 issue focuses on scholarship and public policy, accreditation and quality, the SATs, and the 50 Percent Law, which calls for at least half of each college's unrestricted operational expenditures to go toward direct instruction. Finally, the June 2000 issue examines why American voters nominated Bush and Gore, and discusses Internet research and college FAQs (frequently asked questions). These newsletters also contain a variety of Feature columns and articles such as "Letters to the Editor," "Fast FACCCTS," "Budget: Investment in Education," "Daylight Shines on Part-Timers," "Higher Ed's Challenges," and "Talking about Teaching." (VWC)

FACCCTS: Journal of the Faculty Association of  
California Community Colleges, 1999-2000

Katherine Martinez, Editor

Volume 6, Numbers 1-4

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# FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES  
Volume 6 Number 1

September 1999

## Featuring:

- John Baley of Cerritos College, on retirement developments, p. 39
- FACCC Executive Director Jonathan Lightman, on the colleges' recent media attention, p. 9
- John McFarland of Sierra College, on two books about affirmative action, p. 31
- Margaret Quan of Diablo Valley College, on national attention for part-time faculty, p. 38
- Carolyn Russell of Rio Hondo College, on helping advance faculty advocacy, p. 7
- 1999 FACCC Annual Report, highlighting sponsored bills on part-time faculty equity, full-time faculty hiring and retirement, p. 20
- New gifts offered: Member-Get-A-Member campaign, p. 27

## Capitol Comments

Read what lawmakers say about community colleges in response to the Third *FACCCTS* Legislator Poll, p. 10



Also: *Ortiz Lobbies for Retirees*

*Villaraigosa Explains State Budget*

*Introducing the FACCC Governors*

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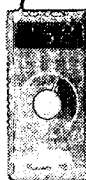
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FACCC advocates exclusively for community college faculty. FACCC analyzes issues that impact community colleges, develops policy and sponsors bills, and lobbies the governor, the chancellor, the legislature, and other state and federal agencies. FACCC communicates issues and resolutions and works in concert with other organizations to ensure a leading role for community college faculty in education policy. See [www.facccts.org/about.htm](http://www.facccts.org/about.htm)



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## Capitol Comments

Page 10

*FACCCTS* conducted its third legislator poll this summer. Read how community colleges have touched the lives of legislators, why they think highly of the California Community Colleges system, and how they plan to help.



## Authors Debunk Prop 209 Myths

Page 31

Proposition 209 proponents used "progressive terminology to camouflage regressive social policy," writes Sierra College history professor John F. McFarland, who reviews two books on affirmative action. "Affirmative action is often dismissed as well intentioned but impractical. These two studies discussed here demonstrate how practical it can be. And nowhere does integration make more sense than in education."

## Features

4 Letters to the Editor

6 Fax Survey: Win Movie Tickets

7 Faculty is Best Advocate

9 When No News Isn't Good News

20 FACCC Annual Report

24 FACCC Board of Governors

26 FACCC Welcomes New Members

29 Budget: Investment in Education

30 Senator Ortiz Focuses on Retirees

36 FACCC Calendar

38 Daylight Shines on Part-Timers

39 The Good Life: STRS Update

**On the cover:** Pictured are a few legislators who answered our poll. Did yours answer our questions? (See pp. 10-17) If not, consider it an invitation to call their district offices for an appointment or invite them to visit your campus. Help them put a face on the issues. Need tips to prepare? Request the FACCC lobbying guide "In Your Own Backyard" at (916) 447-8555 or [facc@aol.com](mailto:facc@aol.com). Also, see the FACCC Sheet on lobbying at [www.facc.org/advocacy.htm](http://www.facc.org/advocacy.htm) or request it at the number above.

## FACCCTS

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*FACCCTS is the journal of the Faculty Association of California Community Colleges, a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty, and the FACCC-Education Institute, FACCC's "subsidiary" for information dissemination and professional development. FACCCTS is published four times during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. FACCCTS' primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. FACCCTS publishes letters to the editor, commentaries, and other contributions on a space-available basis. FACCCTS reserves the right to condense and edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call FACCC at (916) 447-8555, fax (916) 447-0726, e-mail [facc@aol.com](mailto:facc@aol.com) or write to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. Visit the FACCC Web site at [www.facc.org](http://www.facc.org) for Web-exclusive articles, essays, faculty opinions, analysis, legislative alerts, book reviews and special offers for members.*



## Part-Timer Disagrees with Colleague

I have read [Steve] Ruis' letter to *FACCCTS* several times ["Reader Tired of Adjunct 'Pity' Letters," May 1999] Finally, I have been able to separate the wheat from the chaff.

Clearly, Ruis does not understand how his salary is determined. Built into his 40-hour week are 15 classroom hours, five office hours, 15 preparation hours, and five miscellaneous hours for shared governance.

Moreover, no one pays much attention to whether tenured faculty keep their office hours, use their preparation time appropriately, or participate in shared governance; i.e. their pay does not get docked, they do not lose tenure, etc.

Ruis also does not take into consideration the many benefits enjoyed by full-time faculty: tenure, and medical, dental, vision insurance, offices with appropriate equipment (telephone, computer and printer), sabbaticals, sick or personal leave, jury duty leave, etc.

Now, factoring in the above, Ruis' argument that part-timers need pro-rata treatment and that we should ignore that "blue collar" issue of pro-rata pay, I can only conclude the following: Ruis wants part-timers—who his letter ultimately suggests are not quite professionals—to participate as full-time professionals do. Additionally, nowhere does he discuss benefits.

To participate as professionals, part-timers ought to receive a prorated version of what full-timers receive: equal hourly pay for classroom hours, office hours, preparation time, and shared governance. Part-timers would also need job security, which ultimately means permanent part-time tenured status, and freedom from salary deductions if they fail to fulfill their contractual duties involving office hours and shared governance. (Regarding the last point, I abhor this practice, but if full-timers get a free ride, why not part-timers?)

As for benefits, part-timers should have prorated medical, dental and vision insurance, offices with appropriate equipment (one cannot prorate these), prorated sabbaticals, prorated sick/personal leave, etc.

To date, however, most part-timers receive the following: hourly pay that is one-third to one-half of what full-

timers receive for classroom contact, no paid office hours per week (although a lucky few now get a maximum of one paid office hour but only if they teach at least 40 percent of a full-time load in one district), no paid preparation time, and no pay for shared governance if they are even allowed to participate. Of course, a few districts encourage part-timers to volunteer their time, but they may or may not have a voice in outcomes.

As for myself, I have been fortunate because the two districts for which I now work have signed an agreement that combines the FTE [Full Time Equivalent] from both districts so that I am at last eligible for


medical, dental and vision insurance. Additionally, in one district, I have prorated sick/personal leave which I may accumulate, and in the other, I have one hour of sick leave for each class I teach; however, in the second district, I am not permitted to accumulate sick leave.

Furthermore, despite the discrepancies between what the professional full-timer receives and what a part-timer does or does not receive, I am required to have the same credentials as a full-timer. Because I provide high quality instruction and am constantly striving to improve my skills and keep up with the latest research, I consider myself a professional.

However, I am not treated as a professional. California Community Colleges maintain a two-tiered system, and until the CCCs abolish this adjunct apartheid system, I remain a professional in my heart and mind but not in the CCC system.

*Lin Fraser*  
Sierra College

**"Until the CCCs abolish this adjunct apartheid system, I remain a professional in my heart and mind but not in the CCC system."**

 *FACCCTS welcomes letters via mail (FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790), fax (916) 447-0726, or e-mail faccc@aol.com. Please keep letters under 250 words and include your name, address, and daytime phone number for verification. FACCCTS reserves the right to edit letters for length and clarity.*

## Freeway Flyer Requests Faculty Unity

*He (the writer, who is, of course, the teacher) must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever... — William Faulkner*

[April 10, 1999]—I just participated in a conversation with two of my colleagues that has left me full of concern. The three of us are strong teachers and we should benefit from and enjoy a discussion about teaching—exchanging ideas, providing support—helping one another sort through the current and on-going challenges of our chosen profession.

But these were not the subjects of our discussion. Instead, we spoke conspiratorially and, at least one of us, in hushed tones. We talked about equality and wages, about benefits and job security. These are matters of concern to all employees, of course; but the secrecy surrounding our discussion was prompted by our status: we are part-time teachers.

Unions are effective when their members are unified in their concern about common issues. Issues of concern for our union's part-time members must be shared by all members, part-time teachers and their full-time colleagues. Full-time teachers know that as their ranks shrink, their responsibilities in ever-increasing numbers continue to be borne by a static or shrinking number of full-time staff. All of us benefit when we share the responsibilities and challenges of our profession. Full- and part-time teachers need to let their colleagues and administrators know that they support equity issues. They need to express such support because to do so is to show support for their profession, and because it is the right thing to do.

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**"Full- and part-time teachers need to let their colleagues and administrators know that they support equity issues."**

Our professional representatives are making efforts to increase the number of full-time hires, and to ensure that priority be given to part-time teachers. Such efforts are appropriate, and welcome. But there is a danger in thinking that a solution lies in eliminating part-time positions. The problem is not inherent in the institution, as is the case with apartheid, or with slavery. Part-time teaching is a noble calling. But the conditions for part-time teachers need to be changed, and the perception of part-time teachers—their perception of themselves, and that of their colleagues—

needs to change. There will no doubt always be a part-time staff, and those staff members need the ongoing support of all their colleagues. I was somewhat heartened to read in the Cabrillo College Federation of Teachers March newsletter that at the February conference in Los Angeles "concerns of part-time faculty were shared among all in attendance, including full-time faculty and staff."

The free exchange of ideas in the workplace is beneficial and indicative of a healthy environment. In education, this, the most vitally important of professions, such an exchange is essential. Teachers need to be bold, to be risk-takers. I do not want to be part of any more secret meetings. I don't want to read any more unsigned letters to our newsletters. There is no room in our profession for fear.

All of us in education need to speak clearly and firmly, with the power and verve that comes to those who know that they speak as members of a profession. A profession whose members—the new as well as the seasoned; those with a vigorous agenda as well as those full of uncertainty; our full-time as well as our part-time colleagues—all of us must be encouraged to stand tall as we speak out, unafraid as we stand up to lend our voices to the ongoing dialogue that is so essential to the health of our profession.

We each need to know that when we rise to speak, we do not stand alone: we stand as One.

*Harry Card  
Part-time Instructor  
Cabrillo College  
DeAnza College  
San Jose State University  
West Valley College*

# FAX Survey

**REPLIES—May 1999**

## ***What is the greatest threat to community college faculty?***

**S**tudents' dislike for school. They therefore confuse school with education and declare learning as stress—to be AVOIDED.

The "open door" has been interpreted as a mandate for mainstreaming those students who have little interest in subject matter versus entrance testing and resultant course determination based upon learning skills.

—Wendell Hanks, Speech, Cerritos College

**H**igh-handed administrative policies based upon "management" rather than community values.

—Philip Daughtry, English, Santa Monica College

## **NEW QUESTION:**

### ***What topic is most important to you professionally? Why?***

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# Faculty is Best Advocate for Colleges

**M**y professional life in the community colleges started 25 years ago and has sometimes been exhausting, always exhilarating, sometimes heart-wrenching, always heart-warming.

At first, I believed that everything happened in the classroom, but I came to realize that internal and external factors affected what I could do. I believe my experiences are much like yours.

Both the Academic Senate and administration made decisions that affected my teaching and learning environment, and it soon became clear that the role of an effective faculty member was a broad one. I became a senator, later senate president, and had a hand in shaping my college's academic culture. I served on five collective bargaining teams, three as chair, and became president of my local union. Working together, the faculty made changes at my college.

But a piece was still missing. Outside factors such as Proposition 13 and Proposition 98 had shifted some authority and funding. Sacramento was now in my classroom, and, if I were to retain some control over my professional life, I had to take still another road. FACCC became the vehicle.

I have seen FACCC aggressively pursue policies that are crucial to our system with the chancellor, the California Community Colleges Board of Governors, legislators and governor.

FACCC-sponsored Assembly Bill 1725 of 1988 empowered the statewide Academic Senate through collegial governance. Full- and part-time faculty hires and benefits, retirement benefit increases, professional and staff development dollars, increased outreach funding, vocational education, and the Prop 98 split are only a part of FACCC's agenda. But we have not reached the optimum solution in any of these areas, and others continue to



**Carolyn Russell**

surface. I've seen FACCC in action and know how powerful and effective an association it is. But now it's time for me to do more, and because I have also seen the power of one-to-one faculty contact, I'm challenging you to join me.

First, let's talk about what FACCC will do: fine-tune and advocate pending legislation; develop new legislation germane to our

system; remind community college decision-makers that FACCC is the association that advocates exclusively for faculty across the state; continue to determine faculty needs through surveys, campus visits and questions of the month at [www.faccc.org](http://www.faccc.org); increase our political voice by building membership and Political Action Committee funds; develop a broader base of faculty participation and expertise by adding nonboard members to our committees; and work cooperatively with other faculty groups. No matter how effective we are, though, we can only be as strong as our body.

What can you do? Meet with your legislators. Invite your legislators to your campus for a senate or association meeting, a flex day, or a class. Help FACCC coordinate a brown bag lunch on your campus. When the call comes from us to write letters, do so. Join our FACCC Advocacy Network (FAN) and mobilize your colleagues. Sponsor a new member. Increase your FACCC PAC contribution. Remember, FACCC is your association.

I know we're all busy, but if we want a better teaching and learning environment, we must do our share. Pick a couple of tasks. Call me or Jonathan. FACCC is committed to responding to your needs, to the system's needs, to our students' needs. ¶

*Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC. E-mail her at [crussell@rh.cc.ca.us](mailto:crussell@rh.cc.ca.us).*

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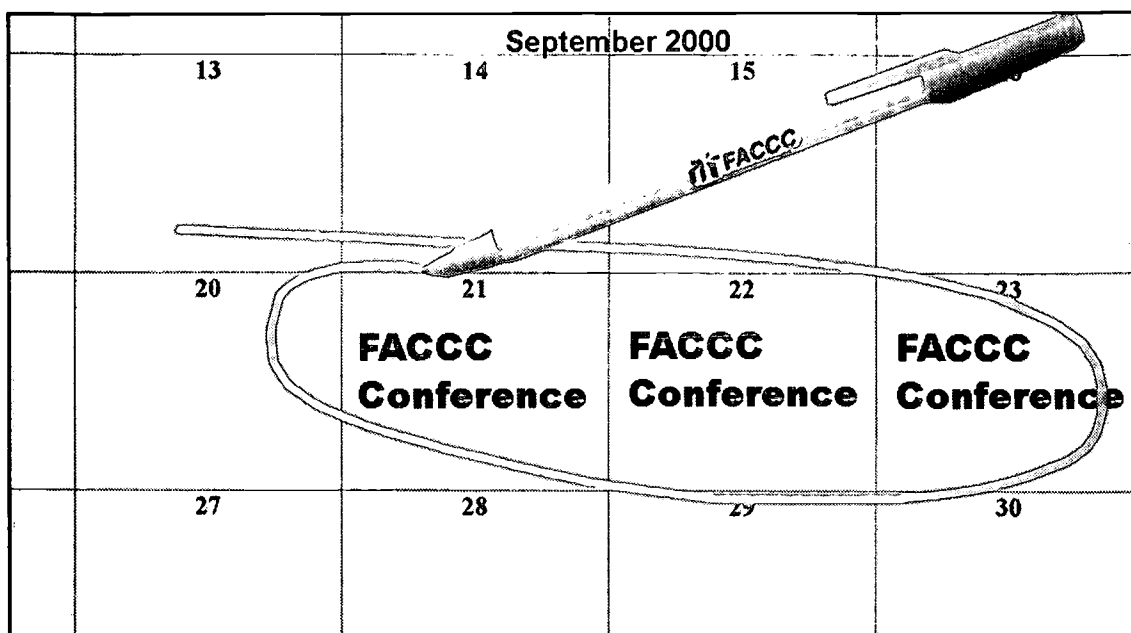
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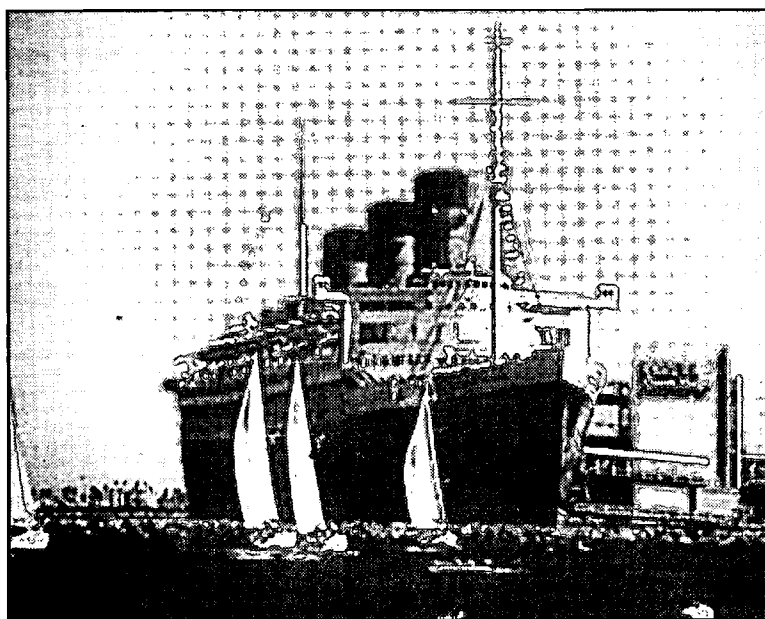
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# When No News Doesn't Mean Good News

One of the best answers I ever heard uttered by a foreign diplomat was delivered about a decade ago. When asked when peace in the Middle East would finally materialize, he answered, "when our part of the world no longer makes the press." Clearly a case of no news is good news.

Community colleges have it different.

In our situation, no news creates a vacuum easily filled by other stories. What's going on in Congress? Find it on page one of the major dailies. How's HMO reform in the Legislature? Tune in to all-news radio. Drugs at the local high school? Watch 10 minutes of the evening news. Sports, weather? All day, every day.

So, why should community colleges make the news? After all, if it bleeds, it leads. Do we want to convey the impression that community colleges are in trouble? Should the public be concerned about the job we're doing?

These are difficult questions to answer because they concern media's influence on our collective conscience and policy makers' decisions on where to focus their attention.

In the case of community colleges and faculty, we have a story to tell. Despite years of underfunding, Gov. Gray Davis provided only a small augmentation to the community college budget in the wake of a \$4.35 billion surplus. While the governor labeled 1999 the "year of education," he clearly forgot that community colleges, particularly faculty, were part of the mix.

There was no lack of advocacy on anyone's part in the state Legislature and administration. In fact, there was a steady stream of post cards, letters, phone calls, meetings and genuine arm-twisting.

Yet, despite our collective efforts, we heard the same message from lawmakers – community colleges are functioning; K-12, by and large, is broken.

While this may have been an accurate response from a public policy perspective, it misses an important point. What is the public perception of community colleges? Do Californians understand the system's diverse missions? Do they understand the neglect and underfunding community colleges have experienced over the past two decades? Have we accurately explained our successes?

These questions are critical because it's public perception and the public clamor that drives policy – much more



Jonathan Lightman

so than the technically focused reports and figures generated by our associations and institutions.

We have to control the message. We have to sell the message. We have to repeat the message, over and over.

For this year's budget cycle, FACCC aggressively worked with the media to push the word about community colleges and faculty. FACCC Vice President John McDowell coauthored a June 16 *Los Angeles Times* op-ed with Los Angeles Community College Trustee [now president] Kelly Candaele, entitled, "Don't Leave Out Community Colleges."

They noted that "[a]t a time in history when the state enjoys a revenue surplus of \$4.35 billion – enough for a \$355-million cash allocation for a new prison, community colleges shouldn't be in an educational lock down."

Based on information FACCC provided, the *Monterey County Herald* wrote an extremely positive editorial about part-time faculty. Other positive college editorials appeared in the *Los Angeles Times* and *San Francisco Chronicle*.

While space restrictions do not allow for a full recitation of FACCC's media efforts, needless to say we are continuously working to sell the message – that community colleges need public attention; that community college faculty members have a story to tell.

FACCC's veteran Communications Director Katherine Martinez and our talented staff are working with our Board of Governors and leaders to accomplish this task. We are especially encouraged that other community college groups and the Chancellor's Office are also looking to expand their efforts in this arena.

Nevertheless, media outreach is an area in which we need your help. Letters to the editor and phone calls to talk radio shows are needed. Who have you talked with about your job, your college, your situation? How have you explained your feelings about more money for hiring full-time faculty and equity for part-time faculty?

We do not need to bleed to tell our story. But, if we don't make noise about our work, we can count on more years of underfunding and neglect. ❧

Jonathan Lightman is executive director of FACCC.  
E-mail him at JLFACCC@aol.com



# Capitol Comments

**F**ACCCTS presents responses to its Third Legislator Poll, sent to all state legislators and California congressional representatives in June.

Read which legislators have had personal experiences in the California Community Colleges. Ponder their replies to questions relating to community college funding and instruction.

Did your legislators reply to this poll? If not, consider this your invitation to meet with them and discuss your concerns about college funding and other issues. Tell your story. Make sure they understand the community college faculty's perspective, long before they vote on the state budget and bills that affect your professional life.

For more information, request the free FACCC lobbying manual, "In Your Own Backyard." Also read the FACCC Sheet on lobbying at [www.faccc.org/sheets/lobby99.htm](http://www.faccc.org/sheets/lobby99.htm).

## The Questions

1. What are your impressions of the California Community Colleges and, in particular, the community colleges in your district?
2. Tell us about your personal experiences with the community colleges (are you a former student, faculty member or trustee?)
3. What do you think is the most important issue facing the California Community Colleges? How do you plan to help?
4. How can the California Community College system convince the Legislature to give it the statutory 11 percent college share of the Proposition 98 split with K-12?
5. What do you think of the CCC system goal of having full-time faculty teach 75 percent of classroom instruction?



# Legislator Poll

## The Replies

The following are responses to the Third *FACCCTS* Legislator Poll.



Assemblyman Dick Ackerman (R-Fullerton, 72nd District)

1. Community colleges are proven assets to any community. They are very effective, and cost efficient and they accommodate students with education in an ever-changing society.

2. I have attended seminars and workshops at various campuses. Also, I taught as a guest lecturer many times at Fullerton College.

3. (a) Continue to provide the flexibility in teaching students and allow those students to transfer to a four-year institution. The transfer process is complicated. With the number of individual campuses involved, the disparity in course numbering between the systems and the variety of majors and the course requirements for those majors becomes difficult to translate. (b) Provide adequate funding.

4. While this issue increases the percentage of Prop 98 funds allocated to community colleges, it limits the flexibility of the Legislature in determining the appropriate level of funding for the K-12 and CCC systems. Tying the hands of the Legislature adds to the complexity of an already cumbersome budget process.

AB 1725 of 1988 articulated the goal of the CCC Board of Governors that a least 75 percent of the hours of credit instruction should be taught by full-time faculty. Under the law, community colleges' goal must dedicate a certain percentage of their growth dollars to securing full-time faculty. However, due to a downturn in the economy in the early 1990s and adverse funding circumstances since the passage of the law, the district's full-time faculty goal has actually declined. Legislation of this type restricts local flexibility. If the priority of a community college district is to hire additional full-time personnel, the college districts now possess adequate flexibility in utilizing their general apportionment funds to meet this goal.

\* The numbers of full-time and part-time faculty tend to fluctuate with state's economic cycles, with little overall gain or loss over the past 25 years.

\* California compares favorably with the rest of the nation in its use of full-time faculty.

\* The number of full-time faculty increased substantially in fall 1998, and will most probably increase substantially in the fall of 1999; and, depending on the outcome of

the 1999-00 budget, the number will possibly increase even more in 2001.

Even with improved funding, there are factors that call for restraint by the CCC Board of Governors and/or Legislature in adopting uniform, state-mandated solutions.



Assemblyman Jim Cunneen (R-Cupertino, 24th District)

1. The three community colleges in my district are successful institutions of higher learning. Overall, California Community Colleges provide an excellent educational opportunity, at a minimal cost to

students. DeAnza College's advanced technology program, West Valley's digital media program, and Evergreen's computer aided drafting program, are especially praiseworthy.

2. I served for years on the Assembly Higher Education Committee where I gained a plethora of knowledge regarding issues affecting the California Community Colleges. I also grew up near Foothill College and spent many weekends and summers participating in community programs. As a young boy, an important personal mentor and advisor to me was Dr. Hugh Siemens, who helped develop California's Master Plan for Higher Education, and for whom Foothill College's library is named after. My father, a stroke victim, is a graduate of the Foothill Reach Program and still goes to the campus three days a week for physical therapy. I've learned community colleges are an integral part of our state's social fabric—in very real and fundamental ways.

3. The California Community College system's enrollment is growing substantially. In order to meet this demand, faculty issues need to be addressed. Specifically, a more stable full-time faculty needs to be in place. Further, part-time faculty need to be compensated at a rate proportional to full-time faculty. I supported [FACCC co-sponsored] AB 420. Additionally, last session, I authored [FACCC-sponsored] legislation that created paid office hours for part-time faculty statewide.

4. The California Community College system has been treated poorly regarding the promised split. In an effort to improve the community college funding mechanism, I supported AB 206, which would require the Legislative Analyst's Office to report on the distribution of general purpose funding among community colleges. I support

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# Legislator Poll

FACCC efforts to obtain the statutory 11 percent college share of the Proposition 98 split with K-12.

5. I fully support the CCC system in its efforts to have full-time faculty teach 75 percent of classroom instruction. In fact, I supported the budget allocation of \$10.6 million for the California Community Colleges that would have been used to provide additional full-time faculty, by converting current part-time faculty or hiring new full-time faculty. Unfortunately, the governor vetoed this budget allocation, to my great disappointment.



**Assemblyman Dick Dickerson (R-Redding, 2nd District)**

1. In the six months that I have been in office I have visited every community college in my district and have been in continual communication with the administration. They seem to have amazing energy and devotion aimed at serving the education needs of my constituents.

2. I am a graduate of **Riverside Community College**.

3. To be very honest I think Governor Davis did not treat community colleges well in the budget this year. The legislative issues regarding community colleges are budget issues. As a member of the Assembly Budget Committee I can play a role in this area.

4. This is a budget question. It seems that the colleges in my area have been doing a wonderful job at educating me about their issues. Based on the attitude of other members and the Governor it does not appear to be happening in other areas of the state. Please attempt to develop good lines of communication with other members of the legislature.

5. This is a fine goal but I hope that it does not have a negative impact on some of the students that attend community college. Some of the best teachers are those that are practitioners in their field. I hope that by having full-time teachers you will not lose the opportunity to have more community members involved on campus, the extensive real world experience adjunct faculty bring, and set a goal that is not flexible for some colleges.

I spend a great deal of my time trying to fix formulas that were adopted with a one-size-fits-all approach. You may have some student bodies that will need mostly college prep courses while others may need practical courses in agriculture, arts, or business. Give the administrators some flexibility.



**U.S. Rep. Sam Farr (D, 17<sup>th</sup> District)**[photo not available]

1. Cabrillo – excellent, Hartnell – growing well, Monterey Peninsula College – needs a lot of help, Gavilan – improving & growing along with San Benito County.

2. No – former state legislator who served on the select committee on the rewrite of The Master Plan for Higher Education. I work with each of the community colleges. Know the presidents and lots of faculty on each above.

3. Being relative to community needs. Many ways missing the “community” aspect of the community college. I will help the faculty be more professional, but they have to help get classes that relate to community needs.

4. Ask the members of the Legislature – they respond to their district needs. I’m a member of Congress and don’t vote on state legislative issues.

5. OK with me.



**U.S. Senator Dianne Feinstein (D)**

A staff member called July 1 and said the senator cannot participate in any surveys.



**U.S. Rep. Bob Filner (D, 50<sup>th</sup> District)**

1. California Community Colleges play a vital role in workforce preparation, welfare reform, economic development, and the transfer of students to four-year universities.

Community colleges are the work-horses of higher education in California, providing education opportunities for more than a million Californians. The open-door access of community colleges means that all adults in California who want a college education, or even a single course to enrich their lives or upgrade their skills on the job, can achieve their educational goals. They are affordable and flexible to meet student, employer, and community needs. There are several community colleges in the Congressional District I represent, and I find them to be accessible, responsive, and an essential part of the communities in my district. They offer excellent public education opportunities for all!

2. As an educator, I am a long-time friend of community colleges in my congressional district and in San Diego County as a whole. I continue to maintain good relationships with community college labor organizations, academic senates, individual faculty members, administrators, and



## Legislator Poll

governing board members. I meet with community college representatives and schedule community forums on community college campuses in my district. When I was a member of the San Diego Board of Education and a professor at San Diego State University, I developed strong relationships with the community colleges in San Diego County that continue to this day.

3. Community college funding per full-time student in California is about 50 percent below the national average. Inequitable funding among the 71 community college districts in California is also a serious problem. Community colleges in San Diego County receive lower funding per full-time student than the statewide average. The colleges in my congressional district are not only funded well below the national average but also below the average funding for community colleges in the state.

4. I can discuss the importance of improving funding for community colleges with our governor and members of the San Diego delegation in Sacramento. At the federal level, I will continue my strong support of federal financial aid programs that address the needs of Californians and California Community Colleges students. I have fought consistently in Congress for improved student financial aid and against efforts to cut financial aid. In addition, I have consistently supported federal vocational funds for community colleges and federal legislation to include community colleges in the decision-making process to implement changes in federal workforce education and training programs.

5. A large coalition of community college faculty, students, administrators, members, and members of the business community and concerned citizens are the best advocates before the California Legislature. My approach to addressing the community college funding issue will be to work with members of the California Assembly and Senate who represent San Diego County and with the governor and his staff to keep them informed about the importance of adequate funding for these colleges.

6. As a former university professor, I believe it is imperative that we increase the number of tenure-track faculty at the community colleges in order to provide consistency of instruction for students, to increase student-faculty contact, and to involve more faculty in curricula development-along with the corresponding funding necessary to achieve this goal.



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Assemblyman **Wally Knox** (D-Los Angeles, 42nd District)

1. Los Angeles Community College District has undergone a remarkable restructuring. The district has moved from being driven by its lack of finances (a multimillion-dollar deficit) to being driven by each

campus' aggressive efforts at expansion of enrollment and class offerings. The decentralization plan seems to be working, and an atmosphere of progress has been restored.

2. I was a trustee of LACCD from 1987- 1994.

3. Workforce training and re-training. As jobs in the state become more and more complex, major responsibility for additional training for those jobs has come to the community colleges. Through my Select Committee on the California Middle Class and through my participation in the Joint Taskforce on Workforce Investment, I advocate for public/private partnerships between community colleges and neighboring businesses. These partnerships assist the community colleges through financial investment by local businesses, assist local businesses by providing them a well-trained workforce, and assist students by preparing them, at a minimal cost, to perform the jobs they find within their community.

4. Convince the Legislature of the central role of the system in California's education system.

5. I strongly support the 75 percent standard as a minimum for a quality curriculum.



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Assemblywoman **Lynne C. Leach** (R-Walnut Creek, 15th District)

1. The community colleges in my district seem to be working diligently to respond to the growing needs of our constituents needs which reflect the growing desire for education and a period of planning after discovering in which district a person wishes to go to pursue career goals.

2. My daughter spent two years at Diablo Valley College. During that time she changed her major twice. Ultimately she transferred to University of California, Davis where she completed her undergraduate work and went on to graduate from McGeorge Law School. Community college was a wonderful foundation for her. Personally, I

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have been on an advisory board for DVC and presented communications programs to a variety of classes.

3. A major issue forcing community colleges is the challenge of directing resources to the most important target-areas of concern-i.e., the students-we must ensure that the overwhelming number of funds go to educating and preparing students for careers and practical aspects of life. As legislation comes before me, I weigh it in terms of how it deals with the above.

4. In order to convince the legislature of your position on this issue, you must get your facts together on why this is important-then, on a regular basis make sure that each legislator is informed and lobbied. Once is not enough!

5. Full-time faculty [instruction] being increased to 75 percent sounds like a reasonable goal-with it, of course, comes increased costs. However, if increased time and attention to students, improvement in academic output, grades and graduation rates also come with it. Then the citizens of California will deem it a good idea and worthwhile investment.



Assemblyman Mike Machado (D-Linden, 17th District)

1. California community colleges serve the people of the State of California well. Community colleges are the principal avenue for low and moderate income-youths to acquire a sound education on a slim budget.

Young people who cannot afford tuition at a four-year institution or single mothers re-entering the workforce can attend community colleges to seek higher education. Because education is the one commodity that entails upward mobility in today's world, community colleges have bettered society as a whole in California and served as the springboard for many of the leaders of today and tomorrow.

San Joaquin County, which I represent, has not recovered from the economic recession of the early 1990s as quickly as other parts of the state. The county suffers from a disproportionate unemployment rate due to many socioeconomic factors, among these is the lack of an educated workforce. Businesses locate in the San Francisco Bay Area or the Silicon Valley because of the many universities and colleges from which to draw qualified applicants for good jobs. In San Joaquin County, there is only one community college: Delta Community College in Stockton.

Because Delta students frequently work for San Joaquin County businesses, ensuring that Delta College is accessible to all students and that a high-quality education is being offered at a good price are top priorities. As our region rebounds from the economic downturn, Delta College students and graduates play vital roles.

2. Several legislators that I serve with have experience teaching at community colleges. I am very pleased to say that I include myself in that group. From 1976-1978, I taught economics to students at Delta Community College.

3. The most important issue facing community colleges is access. For every low- or moderate-income youth that is able to make the personal and financial sacrifice to attend community college, there is one young person who can't. That potential student gets left behind. I believe that the key to expanding access to community colleges is to eliminate the per-unit fee. Young people are saddled with an array of financial burdens: rent, car payment, car insurance, food, books and other expenses. The community college fee, which for the typical full-time student totals over \$300 per year, is a significant financial impairment to pursuing higher education. For a young person, \$300 per year is a lot of money. If we eliminate the fee, the financial hurdle of community college will be lowered for low and moderate-income young people.

I have authored AB 1602, which eliminates the per-unit fee. Unfortunately, we were disappointed when AB 1602 did not reach the governor's desk this year, but we were pleased to see the fee cut by \$1. But by no means am I ready to concede defeat; I am going to pursue AB 1602 again next year in the hopes that the doors to community colleges are open wider than ever before.

4. We must continue to advocate for the California Community Colleges' fair share of Proposition 98 funds. However, at this time, the Legislature and the administration are focused on K-12 education. I believe that if California is to continue its greatness, we need to expand that focus to K-14 to really prepare people for vocational careers and to propel young people to go higher in their college education.

5. The CCC goal of having full-time faculty teach 75 percent of classroom instruction is a laudable one because it goes to the core element in producing successful outcomes in education: quality. Professors who are willing to help students achieve their goals make significant differences in the lives of young people. Attracting and retaining these

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top-flight community college instructors should be made a top priority for the entire community college system.

Instead of focusing on a certain level of employment for full-time instructors, perhaps the CCC can consider a goal of 100 percent high-quality instructors. Great teachers can be full-time or part-time, old or young, recently hired or tenured. Community colleges must maximize quality by attracting and retaining quality faculty and staff within their financial restraints. Providing students with the highest quality education experience possible must continue to be the top priority for the community college system.



**U.S. Rep. Robert Matsui (D, 5th District)** [photo not available]

1. California Community Colleges in my district do an outstanding job.
2. I am a graduate of Diablo Valley College in Pleasant Hill.
3. Funding is always a critical issue. I will continue to push for additional funding.
4. I support that concept; however, many legislators are more concerned about K-12.
5. I agree with this concept.



**Assemblywoman Kerry Mazzoni (D-Novato, 6th District)**

1. California's Community Colleges are an extremely valuable resource to all Californians. They are a very important player in our public education system. I am very proud of the community colleges in the 6th Assembly District. College of Marin and Santa Rosa Junior College offer a variety of courses, retain excellent faculty and are good community neighbors. I was pleased to be asked to give the commencement address at College of Marin's recent graduation in May.
2. I have taken various courses throughout my adulthood and found it to be a very positive experience. As a legislator I make it a point to have very positive relationships with the community colleges in my district. I meet with faculty, tour campuses and have good communication on a regular basis.
3. Of course funding and coordinating with K-12 and other higher learning institutions in terms of meeting the huge need "Tidal Wave II" brings. I will continue to be a strong proponent for public education.

4. CCCs need to work on securing a commitment from the governor and members of the Legislature to guarantee the funding. I have always supported a defined split for community colleges to provide stable and ongoing funding.

5. Generally, I believe the quality of the institutions are increased with a good, full-time faculty.



**Assemblyman Bob Pacheco (R-Walnut, 60th District)**

1. I have very positive impressions of the California Community Colleges. The CCC system is charged with an increasingly important role in California's educational system, namely offering a rigorous educational environment for both those students transitioning from high school to college and those adults receiving skills training necessary to adapt to the information age and globalization. Mt. San Antonio College, the community college in my district, has provided superior service in this dual capacity.
  2. While working full-time, I attended night courses at East Los Angeles Community College. I received an AA there before moving on to the California State University system. I am grateful for the opportunity that the CCC system afforded me. The reasonable costs and ability to work courses around my busy schedule allowed me to achieve an education that I would otherwise have been denied.
  3. In my opinion, the most important issue facing the California Community Colleges is the continually inadequate funding that the system receives. Having personally gained from my attendance at a community college, I intend to champion a level of funding that would allow these colleges to provide a first-class education to every Californian.
  4. I believe that the CCC system can convince the Legislature to give it the statutory 11 percent college share of Proposition 98 funds by continuing its superb performance in meeting its mission. Those programs that fulfill their mandates are the ones most deserving of state funding.
- In addition, I believe that an organized letter writing campaign by students, faculty and administrative officials urging funding by emphasizing the CCC system's demonstrated excellence would provide a substantial boost amongst legislative offices.

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## Legislator Poll

5. I believe that having full-time faculty provide 75 percent of classroom instruction is a goal worth investigating. So long as such a measure would allow the CCC system to continue providing excellent instruction in a variety of topical areas, it should be considered.



Senator Richard Polanco (D-Los Angeles, 22nd District)

1. California's Community Colleges are the state's greatest resource for improving the life of any Californian. They are open to all; they help dreams come true. The faculty and staff are dedicated to helping

their students.

Since the early 1980s, community colleges have suffered serious financial and leadership problems. However, the colleges remain a precious resource.

In my senate district, Los Angeles City College and Los Angeles Trade-Technical College are historic institutions with a distinguished record. In recent years, the physical plants have suffered, enrollments have declined and the colleges have been slow to change to meet the needs of the district's residents. I continue to be supportive of all efforts to improve the colleges.

2. I attended East Los Angeles Community College. I consider it my alma mater and recall my days there with great fondness. ELAC gave me a great start for which I am very grateful.

3. Community colleges must simultaneously deal with enrollment growth, demographic changes, aging facilities and uncertain financial resources to meet all these demands.

In order to accommodate enrollment growth, I have introduced legislation (SB 1283) to provide resources to modernize existing college campuses, in addition to existing programs to build new facilities.

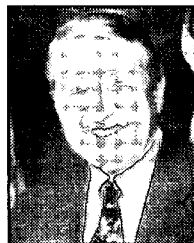
Maintaining access to higher education is a top priority. I have led the fight, since 1995, to reduce student fees by at least 5 percent each year or, minimally, to not increase them.

Dealing with California's diversity is our greatest challenge. My measure, SB 44, has been sent to the governor for his approval. It provides for focused outreach to all under-represented groups.

4. The community college system needs to convince the general public that they must inform their legislators and the governor of the need to provide adequate resources to the colleges.

5. Faculty are the heart of a college. State law sets a goal of having full time faculty teach at least three-fourths of all

instructional hours. This goal has not yet been met although in my district, the Los Angeles Community Colleges have made great progress. Students benefit from having access to faculty. We need to work together to realize this important goal.



Assemblyman Jack Scott (D-Altadena, 44th District)

1. I have a very positive opinion of California Community Colleges. I believe they are the one segment of higher education in California that does the very best job of educating a large number of postsecondary students. I am particularly impressed

with my local community college, Pasadena City College. This outstanding educational institution enrolls over 25,000 students. It provides a wide range of transfer, vocational and general education courses.

2. I have extensive experience with community colleges. For 23 years, I was a community college administrator: dean of instruction, Orange Coast College, 1973-1978; president, Cypress College, 1978-87; president, Pasadena City College, 1987-1995. I served on many statewide committees, and was president of the Association of California Community Colleges Administrators. For nine years, I also served on the Western Association Accrediting Commission and was chairman of this group for two years. I have been intimately connected with community colleges and continue to help the community colleges in my work as a state legislator.

3. Probably the most important issue facing the California Community Colleges is funding. I think this is particularly important given the tidal wave of students that will be coming to California Community Colleges in the first decade of the 21st century. My plan to help is to see that funding is increased at every possibility. I will be particularly helpful in increasing discretionary funding for the community colleges, recognizing that the local community colleges can best understand the particular needs of their particular community college.

4. I do not believe that it is difficult to convince the Legislature to give the California Community College system its statutory 11 percent share of Proposition 98. The real problem is with the governor's office. Governors always want to maintain discretionary power. For that reason, Gov. Pete Wilson vetoed my [FACCC-sponsored] bill in 1997 which would have eventually reached the 11 percent share for community colleges. Also, Governor Davis has indicated



a similar predilection. When we can convince the governor to give the statutory 11 percent share, then I believe we can get the Legislature to act on this matter.

5. I believe in the CCC system goal of having full-time faculty teach 75 percent of classroom instruction. I believe this ensures the quality of instruction, and I believe that we ought to move in that direction. It is my understanding that AB 1725 [of 1988] stated that as a goal, and I am supportive of enabling legislation that will accomplish this goal.



**Senator Byron Sher (D-Palo Alto, 11th District)**

Cañada) have played a vital role in the training and retraining of the area's workforce. I believe the educational services provided by these colleges and their collaborative efforts with area businesses have contributed significantly to the Silicon Valley's economic prosperity.

2. Years ago, my wife, Linda, enrolled in art classes at Foothill Community College. She found the teachers to be exceptional mentors, as well as educators, and her experience has had a lifelong effect. Today, she continues to be an artist and remains grateful, as do I, to the college and the teachers for the opportunity and instruction she received at Foothill.

3. California's Community Colleges face a number of challenges in the coming years. Not the least of these is the increasing demand on services provided by the community colleges. The drastic changes in California's economy and its demographics promise to add to the ever-increasing rolls of community college students. I realize the importance of the services provided by the California Community Colleges and plan to make every effort to ensure they have resources necessary to meet these challenges.

4. In the past the problem has not been with the Legislature, but the governor. We have continued to try to

persuade both the governor and legislators to implement the split in Proposition 98 funds that I think both the community colleges and the K-12 educators have agreed to.

5. I feel that the California Community College system's target to have 75 percent of classroom instruction taught by full-time faculty is a worthy goal. Although part-time teachers are a cost-effective way to reduce class size and increase course offerings, most are unable to provide students office hours and other services that full-time faculty provide. This is not fair to the students or the teachers who may have the same credentials and workload as full-time faculty, but receive only a portion of the compensation and benefits.

I look forward to continuing to work with the Faculty Association of the California Community Colleges toward policies that benefit the colleges, teachers and students.



**Assemblywoman Virginia Strom-Martin (D-Duncan Mills, 1st District)**

1. I have visited all three community colleges and their satellite campuses in my district. I am highly impressed with their programs and how they serve a very diverse community and make life-long learning a priority. These campuses provide jobs and enrich the community. The faculty members are outstanding.

2. Attended four-year university (UC Berkeley) but have taken classes at Santa Rosa Junior College.

3. The issue of part-time faculty. I have voted for several bills that promote more full-timers and appropriate compensation for part-timers. I have voted to increase the funding for community colleges' share of Prop 98 funds.

4. Come to the capitol *en masse* and hold a rally. Lobby each legislator. Put the pressure on by issuing a "report card" for legislators on their voting records.

5. Favor it!

## FACCC and its Shadows . . . Help state senators and assemblymembers understand faculty concerns.

- If you're planning to visit Sacramento, arrange in advance to "shadow" FACCC's legislative advocates for the day. For more information, contact Legislative Advocate David Hawkins at (916) 447-8555 or [advocateDH@aol.com](mailto:advocateDH@aol.com).
- Schedule a meeting with your legislators at their district offices. See [www.faccc.org/sheets/lobby99.htm](http://www.faccc.org/sheets/lobby99.htm).
- Coordinate a campus visit this fall, so that your legislators can put a face on the issues.

## Free Classified Ads for Members

FACCC has a special advertising offer for its members. Free classified ads of 35 words or less (normally \$40 each) are available in the December issue of *FACCCTS*.

Advertise vacation rentals, furniture for sale, your new book, etc.

Space is limited. Ads are available only on a first-come, first-served basis and must be received by Oct. 11. Provide your full name and daytime phone number, along with your ad (or ads, up to three), to [facc@aol.com](mailto:facc@aol.com) with the subject "*FACCCTS* Ad" or mail to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790.

## CC Student Heads to University

A precocious 12-year-old was accepted last spring as a junior at the University of California after three years of classes at Los Medanos Community College.

Andrew Tan passed his high school equivalency exam when he was 9 after being home-schooled by his mother and tutors since first grade. When Tan was in kindergarten, the teacher told his mother he was not ready for school.

Tan's 10-year-old sister, Nicole, is only a year behind him and plans to transfer to UC Davis next year to prepare for medical school.

## FACCC Member Now L.A. Trustee

Glendale Community College instructor and FACCC member Mona Field won her June 8 runoff election against Julia Wu for Office 3 of the Los Angeles Community College District Board of Trustees.

Field and the two other new trustees, Sylvia Scott-Hayes and Warren Furutani, will serve four-year terms on the seven-member board.

## Districts Get Office, Health \$\$

Thanks to FACCC-sponsored bills, the following community college districts applied for and received up to a 50 percent reimbursement for part-time faculty office hours and part-time faculty health benefits in 1998-99. The information is based on the June preliminary district reports.

Office hours: Cabrillo (\$20,288), Foothill-DeAnza (\$111,271), Los Angeles (\$377,618), Los Rios (\$142,223), Marin (\$55,128), , San Luis Obispo (\$53,030), Santa Barbara (\$87,656), Sonoma (\$352,744), West Valley-Mission (\$354,263). The total was \$1,554,221.

Health benefits: Cabrillo (\$1,645), Foothill-DeAnza (\$36,653), Los Rios (\$53,618), Rio Hondo (\$5,000), San Diego (\$29,415), San Luis Obispo (\$59,770), Southwestern (\$2,644). The total was \$188,745. (Claim for 1997-98, Foothill-DeAnza, \$17,132).

## Mexican Trade Centers at CCC

Gov. Gray Davis announced in May that California will establish 15 Mexican trade centers at community colleges around the state, including two in Silicon Valley. The centers in the West Valley-Mission Community College District and at Gavilan Community College in Gilroy will provide intensive, five-day programs to help companies do business with Mexico.

Davis' announcement came during Mexican President Ernesto Zedillo's three-day visit to California. Davis said he wants to restore mutual respect in the relationship between Mexico and California, whose population is one-third Latino.

## CCCCOG Vacancies Continue

Faculty members curious about the six vacancies on the California Community Colleges Board of Governors will have to wait until early 2000 to see them filled.

FACCC has heard that Gov. Gray Davis has so many appointments to make on various state boards that his staff is giving priority only to those boards that do not have a quorum.

The two faculty members on the 16-member board are FACCC member Irene Menegas of Diablo Valley College and Patricia Siever of Los Angeles Pierce College.

## Students Feel Pressure to Work

Sixty percent of college students work, according to a 1993 national study of 10,000 college students by Jeanette Cureton and a colleague. Cureton is an Illinois author and academic researcher on the subject.

The *San Jose Mercury News* reported in an April 19 story that the highest average found in any national study is exceeded at the largest public university in Silicon Valley, CSU San Jose. A 1998 survey of students showed that 77 percent work.

Mission and Evergreen colleges have the second-and third-highest percentage of working students among the California Community Colleges. Palo Verde in Riverside County is first. As more students work more hours, time for study and socializing suffers.

"If they could limit themselves to two or three classes it would be OK," former FACCC Governor Thelma Epstein, a DeAnza College history instructor, told the newspaper. She believes 25 hours is the maximum students can work without harming their studies. "But sometimes they want to take a full load of classes, then still work 30-40 hours a week."



## Dearth of Entry Jobs in U.S.

The economy isn't producing enough low-skill, entry-level jobs to accommodate people moving off public assistance rolls under the government's welfare-to-work law, according to a Milken Institute survey released June 23.

The *Associated Press* reported that researchers found 76 percent of adults in the federal Temporary Assistance to Needy Families program, or more than 2 million people, lack the basic literacy skills necessary to move them beyond low-wage jobs like janitors, cooks and manual laborers.

The number of jobs would have to grow by 6 percent nationwide to meet welfare recipients' needs. Examining results from the 75 most populous counties and the District of Columbia, researchers found that 35 percent of TANF recipients could perform such tasks as find the expiration date on a driver's license or signing their names, but could not locate an intersection on a street map or fill out a government benefits application.

## OCC Produces Student of Year

Orange Coast College student Julia Sutton, a former crack addict, was named student of the year by the Costa Mesa Chamber of Commerce, according to the June 1 *Community College Times*.

The 40-year-old is a digital arts major who maintains a 3.94 grade point average. She plans to graduate in May next year with certificates in computer graphics and multimedia.

Her pregnancy five years ago caused her to turn her life around. She became a child advocate when she took her son to an Orange County Board of Governors meeting in which they threatened to cut the

child welfare services budget in half. Her emotional testimony convinced the board to relent; they restored \$25 million to that budget.

## Passing Without Distinction

Since its launch last fall, distance learning pioneer Western Governors University has so far failed to live up to its promise, according to the June 1 *CIO Web Business*.

The school, which brokers virtual classes offered by colleges and companies, expected to have enrollments of 3,000 by the end of its first school year, but so far has only about 100 students. Proponents of distance learning say the concept will catch on eventually, and International Data says it expects overall enrollments in college-level distance learning courses to increase threefold, to 2.2 million, by 2002.

Meanwhile, WGU has new leadership in the form of CEO Robert W. Mendenhall, more funding from chief backer AT&T, a new partnership with the UK's Open University, and the attention of Vice President Al Gore. Gore placed WGU in his Access America for Students program to offer college-related government services such as student loan applications online.

## CalPERS Home Loans Available

CalPERS says it sets competitive interest rates on a daily basis for its member home loan program.


The program offers purchases and refinances, competitive interest rates, free 60-day rate lock with two free float-down opportunities, controlled closed fees, 100 percent financing available, expanded qualifying ratios, and temporary and permanent interest rate buy-downs.

For more information, contact Mark Richardson toll free at 1-877-PERS-KING or 1-877-737-7546.

## Invite a Legislator to Campus

The California Community Colleges received the lowest budget increase in four years in the 1999-2000 state budget signed by Gov. Gray Davis. Faculty members must act now to educate new legislators and the Davis administration of faculty concerns before next year's budget discussions.

One way to do this is to invite your assemblymembers and state senators to your college this fall. Ask your union leaders to work with you in coordinating the visit with the legislator's district office. Invite campus administrators and leaders. Then write about it for *FACCCTS*.

These fall campus visits do more to inform legislators than hours of lobbying at the Capitol, because they put a face on the issues. Make sure your legislators understand the community college faculty perspective. For more information, call David Hawkins at (916) 447-8555. 

## For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Contact Katherine at (916) 447-8555 or [k7martinez@aol.com](mailto:k7martinez@aol.com).

■ In February 1999, "The Good Life" contained an incorrect sentence about AB 1166. The sentence should have read, "When part-time faculty members become vested, they will be eligible to receive benefits on the same basis as full-time faculty."

■ In May 1999, an incorrect Web site address was printed on p. 40 for *FACCCTS* writers' guidelines. The correct URL is [www.facc.org/facccts/writers.htm](http://www.facc.org/facccts/writers.htm)


# Annual Report



FACCCTS

*FACCC Vice President John R. McDowell, Jr. introduced FACCC co-sponsored AB 420 (Part-Time Faculty Equity) author Assemblyman Scott Wildman during the May 17 FACCC Lobby Day at the state Capitol.*

**F**ACCC had a great year. We reached the 8,000-member milestone. We worked with other faculty groups to restore California Community College funding in the state budget during a tough year (in which new governor Gray Davis largely left community colleges out of his plans to reinvigorate funding for the state's public education system). We redesigned and updated the Web site, [www.faccc.org](http://www.faccc.org), to offer members easier access to more frequent legislative updates and news. New Executive Director Jonathan R. Lightman assisted the FACCC Board of Governors in revamping FACCC's programs to encourage more involvement of members in all facets of the association: membership, communications and advocacy. (See [www.faccc.org/help.htm](http://www.faccc.org/help.htm) for opportunities to get more involved in FACCC.)

FACCC looks forward to working side-by-side with its members in 1999-2000. FACCC advocates your interests in Sacramento at the Capitol, Chancellor's Office and State Teachers' Retirement System. But equally important are your meetings with your legislators, and your coordination of legislative campus visits, to help them put a face (and a place) on the issues. Legislators need to keep hearing from you. The 2000 election will bring a new wave of legislators to the Capitol who won't be familiar with community college faculty issues. Make sure they understand your views well before they vote on bills that affect your professional life. 

## FACCC Legislation — 1998-99

**F**ACCC sponsored and co-sponsored a number of bills for community college faculty addressing working conditions, retirement and increases in state funding. The status of each bill is reported here as of press time. Check [www.faccc.org/advocacy.htm](http://www.faccc.org/advocacy.htm) for updates.

Questions? Contact FACCC Legislative Advocate David Hawkins at (916) 447-8555 or [advocateDH@aol.com](mailto:advocateDH@aol.com).

**Assembly Bill 420: Part-Time Faculty Equity** (Scott Wildman-D). As amended and co-sponsored by FACCC and Community College Council/California Federation of Teachers with active support from the Community College Association/California Teachers Association, AB 420 is intended to address the growing inequities of part-time faculty. The bill would require (1) by the year 2003 "equal pay for equal work" as determined by district negotiations which would include compensation for class prep time, student assessment and office hours; (2) optional health benefits for faculty who teach at least a 40 percent load; and (3) provide optional paid office time to meet with students for faculty teaching at least a 20 percent load. The state would provide up to 50 percent of the costs to districts that implement the health benefits and office hours programs. *STATUS: Senate Appropriations Committee. Hearing date: Aug. 23.*

**Senate Bill 921: New Full-Time Faculty Hires** (John Vasconcellos-D). Co-sponsored by FACCC and CCC/CFT with active support from CCA/CTA, SB 921 would fund more than 400 new CCC full-time faculty positions for 1999-00, with the intent of creating 2,000 new positions over the next five years. Gov. Gray Davis deleted \$10.6 million for new full-time positions from the state budget. *STATUS: FACCC will reintroduce this legislation this year (the second year of the two-year legislative session).*

**Senate Bill 833: STRS Benefits for 1998 Retirees** (Deborah Ortiz-D). FACCC-sponsored legislation initiated last year's \$1 billion improvement in State Teachers' Retirement System benefits. Nearly 6,000 community college faculty retired prematurely, missing out on a nearly \$600 per month increase in retirement benefits. These faculty members argue that had they known about the impending improvements, they would have stayed in their positions the additional few months needed to qualify for the revised benefits. SB 833 provides STRS members who



FACCTS

*The governor's Assistant Secretary for Higher Education Diana Fuentes-Michel told FACCC leaders during the May 17 Lobby Day luncheon that community college groups must better communicate its needs to legislators.*

received their first retirement checks in 1998 to receive the enhanced benefits. The bill also provides a 0.2 percent career bonus for all years of service to STRS members who are currently retired but return to service for at least one year and whose total credited service equals or exceeds 30 years. *STATUS: Senate Appropriations Committee.*

**Assembly Joint Resolution 9: Opposition to Mandatory Social Security Coverage** (Assemblyman Lou Correa-D and Senator Deborah Ortiz-D). FACCC co-sponsored AJR 9 states the Legislature's opposition to any federal action that mandates Social Security for noncovered state and local government employees, including K-14 faculty currently covered under STRS. *STATUS: Chaptered by Secretary of State - Resolution Chapter 40, Statutes of 1999.*

*continued on next page*

**Assembly Bill 821: STRS One Year Final Comp** (Assembly PERS Committee, Assemblyman Lou Correa-D). This FACCC co-sponsored bill would change the definition of "final compensation" for computing STRS benefits from the highest consecutive 36 months to the highest consecutive 12 months. *STATUS: Senate Appropriations Committee.*

**F**ACCC is also co-sponsoring a STRS legislation package that would greatly increase monthly retirement benefits (monthly increases would be greater than the one-year final comp) while also improving the benefits for the lowest income faculty members who have already retired. Details are still in negotiation with the governor's staff but could include an increase of the maximum age factor from 2.4 percent to 2.5 percent; an ad hoc 5 percent Cost of Living Adjustment; increase the career bonus for teaching beyond 30 years to 0.3 percent from the current maximum of 0.2 percent; increase purchasing power from 75 percent to 80 percent; an ad hoc 1 percent investment purchase plan that would be added to a member's creditable compensation and funded by STRS for active members.

## Other FACCC Accomplishments

- Lobbied more than 70 bills during the legislative session.
- During the state budget process, FACCC and other faculty advocates were able to convince legislative leaders to reinstate nearly \$30 million in community college funding that Gov. Gray Davis had stricken from his "May Revise."
- FACCC hosted about 40 faculty members representing 14 colleges during the May 17 FACCC Lobby Day, which featured assemblymembers Sarah Reyes and Scott Wildman, and senators Jim Brulte and John Vasconcellos. Assistant Secretary for Higher Education Diana Fuentes-Michel spoke to FACCC leaders during a FACCC Political Action Committee luncheon. See a summary and photos at [www.faccc.org/advocacy/lobbday.htm](http://www.faccc.org/advocacy/lobbday.htm).
- FACCC attained the 8,000-member mark thanks to outreach efforts such as Member-Get-A-Member, p.27.
- The FACCC-Education Institute was created and began operations: [www.faccc.org/ed\\_inst/descrip.htm](http://www.faccc.org/ed_inst/descrip.htm). Its initial projects were *FACCCTS*, the FACCC Conference Feb. 25-27 in San Francisco and four workshops co-sponsored with the Academic Senate. See [www.faccc.org/workshop.htm](http://www.faccc.org/workshop.htm).



FACCCTS

*Senator Jim Brulte (R-Rancho Cucamonga) told faculty members how party and gender, rather than platform, have influenced public perception of political candidates.*

- The FACCC Board of Governors hosted free Issue Forums during its meetings at community colleges across the state. Topics included the state budget, retirement benefit increases and workforce training.
- The FACCC Web site at [www.faccc.org](http://www.faccc.org) was redesigned and updated to include more frequent legislative alerts, news, Question of the Month, discount movie tickets for members, a list of opportunities to get involved in FACCC, and more. The site is updated weekly. 57



FACCCTS

*FACCC Secretary Carolyn Russell, now president, led a state budget issue forum at Rio Hondo College in January.*



# Annual Report

## Financial Summary

Faculty Association of California Community Colleges/FACCC-Education Institute  
1998-99 Annual Report Financial Summary (unaudited figures)

	<i>FACCC</i> '98-99 <u>amount</u>	<i>FACCC</i> percent <u>of total</u>	<i>Ed. Inst.</i> '98-99 <u>amount</u>	<i>Ed. Inst.</i> percent <u>of total</u>	<i>FACCC</i> '97-98 <u>amount</u>	<i>FACCC</i> percent <u>of total</u>
<b>REVENUES</b>						
Individual Dues	768,209	87.30%	0	0%	740,954	80.70%
Political Action Comte.	99,598	11.30%	0	0%	103,634	11.30%
Other	<u>11,611</u>	1.30%	<u>81,904</u>	100.0%	<u>73,508</u>	8.00%
<b>TOTAL</b>	<b>879,418</b>		<b>81,904</b>		<b>918,096</b>	
<b>EXPENSES</b>						
Personnel	408,638	47.80%	24,075	29.30%	484,255	51.00%
Lease/office/overhead	148,098	17.30%	4,222	5.10%	127,495	13.40%
Political Action Comte.	105,607	12.30%	0	0%	84,215	8.90%
Board/committees	96,212	11.20%	0	0%	102,704	10.80%
Membership	50,049	5.80%	0	0%	31,017	3.30%
Advocacy expenses	18,858	2.20%	0	0%	47,590	5.00%
Conference/workshops	0	0%	35,221	42.80%	37,619	4.00%
Publications/communic.	<u>27,831</u>	3.20%	<u>18,772</u>	22.80%	<u>34,888</u>	3.70%
<b>TOTAL</b>	<b>855,293</b>		<b>82,290</b>		<b>949,783</b>	
Year-end Net	24,125		<386>		<31,687>	
Year-end Cash Balance	156,206		16,852		104,656	

Questions? Contact Assistant Executive Director Dave Stuart at (916) 447-8555 or [stuarddave@aol.com](mailto:stuarddave@aol.com).

See page 27 for details on Member-Get-A-Member. Receive gifts for sponsoring new members.

FACCCTS Sept99



### Please Enroll Me As A FACCC Member

Sponsor:

Faculty Association of  
California Community Colleges, Inc.  
928 J Street, Suite 211  
Sacramento, CA 95814  
TEL (916) 447-8555  
FAX (916) 447-0726  
[faccc@aol.com](mailto:faccc@aol.com)  
<http://www.faccc.org/about.htm>

Name (First)	(Middle)	(Last)
Home Address	City, State	Zip Code
Home Phone	E-mail	
College	Department	
Signature	Social Security No.	

#### Annual Dues

- ☐ Full-time faculty (\$150.00)  
☐ Part-time faculty (\$40.00)  
☐ I do not want 10% to go to  
FACCC's PAC (Full-time  
annual dues remain \$150.00.)

#### Payroll Deduction Authorization:

Note: 80% of your FACCC  
membership dues are  
tax-deductible.

#### To Community College District:

You are hereby authorized to deduct from each of my regular salary warrants the amount below for professional organization dues and transmit these deductions to the Faculty Association of California Community Colleges, Inc., without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the Faculty Association of California Community Colleges, Inc.

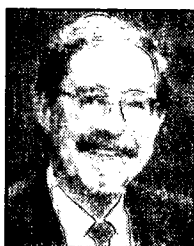
☐ \$12.50/month (12-pay) ☐ \$15.00/month (10-pay) ☐ \$ 4.00/month (part-time)

# Governors

**Carolyn Russell, President**  
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# Governors

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## Margaret Quan, Part-Time Rep—North

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## Richard Valencia

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## Carrol Waymon

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cwplib@access1.net



## Robert Yoshioka, Part-Time Rep—

South, Allan Hancock College, Social Science, (805) 937-2786  
rby2oz@impulse.net



Not pictured: FACCC governor-at-large vacancy and Academic Senate liaison, to be appointed.

FACCC Liaison to Academic Senate: Carolyn Russell

## FACCC Professional Staff in Sacramento (916) 447-8555 faccc@aol.com

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**David Hawkins**, legislative advocate, advocateDH@aol.com

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**Janet Oropeza**, executive secretary, OhMitey1@aol.com

**Soni Phuong**, receptionist/clerical assistant, soni2000@aol.com

**Paul Simmons**, membership director, paulq6r9s@aol.com

**Lyndon Marie Thomson**, field director, LyndonMT@aol.com

## www.faccc.org

Visit the FACCC Web site for legislative alerts, special member offers, web-exclusive articles, online bookstore and more.

[www.faccc.org/advocacy.htm](http://www.faccc.org/advocacy.htm)

[www.faccc.org/updates.htm](http://www.faccc.org/updates.htm)

[www.faccc.org/pubs.htm](http://www.faccc.org/pubs.htm)

[www.faccc.org/help.htm](http://www.faccc.org/help.htm)

[www.faccc.org/mgm.htm](http://www.faccc.org/mgm.htm)

[www.faccc.org/workshop.htm](http://www.faccc.org/workshop.htm)

[www.faccc.org/about.htm](http://www.faccc.org/about.htm)

List of FACCC-sponsored legislation

What's new on the FACCC Web site

Publications, writers' guidelines and deadlines

Get involved in FACCC: volunteer opportunities

Receive gifts for recruiting FACCC members

Conference, workshops, seminars

FACCC governor bios

## FACCC Welcomes New Members

These new members joined between April 14 and Aug. 6. Please welcome them to the FACCC family. If you see them in the halls, say "hi" and let them know they've made an important decision in their professional lives.

### COLLEGE OF THE CANYONS

Philip Marcellin

### CERRITOS

Craig Breit  
John Madden  
Susan Parsons

### CHABOT

Luis Chavez  
Valla Dale

### CHAFFEY

Dawn Guzman

### COLUMBIA

Diane Wright

### CONTRA COSTA

Pamela Bostelmann  
Virginia Horner  
Judy Mays

### COSUMNES

Carol Cassell  
Erica Ottonio  
Penny Vera

### CUESTA

Harold Hallikainen  
Pauline Wishart

### CUYAMACA

David Agosto  
Mary Asher-Fitzpatrick  
Pamela Fleming  
Jill Huttenbrauck  
Evangeline Meneses  
Judi Reyes-Smith

### CYPRESS

Carol Mattson

### DEANZA

Marcy Betlach  
Raymond Crist  
Janet Shaw

### DIABLO VALLEY

Felix Galaviz  
Ann Krooth  
Keri Mitchell

### EVERGREEN VALLEY

Paul Fong  
Melinda Hughes

### FOOTHILL

Erica Giannini  
Sharon Hack  
Diane Hayes  
Lois McCarty  
Elizabeth Rienecker  
Jennifer Sinclair  
James Tuell

### FRESNO CITY

Robin Hostettler

### FULLERTON

Julie Felender  
Irene Robinson  
Nanci Schrieber-Smith

### GOLDEN WEST

Nganha Huynh

### SANTIAGO CANYON

Fran Cummings  
Priscilla McCarty  
Martha Vargas

### LAKE TAHOE

Fred Roberts

### LONG BEACH CITY

Helen Sabin

### L.A. CITY

B. B. Adajian  
Lynn Averill  
G. D. Bell

### EAST L.A.

Zahra Romero

### L.A. TRADE-TECHNICAL

Lourdes Brent  
Ashraf Hosseini  
Linda Hughes  
Ghosha Maffei  
Victor Manrique  
Keith Pace  
Caroline Parker-Lopez

### L.A. VALLEY

Virginia Ettinger

### MENDOCINO

Susan Bell  
Jon Degallier  
Rec Russel

### MERCED

John Grant

### MONTEREY PENINSULA

Debbie Anthony

### MT. SAN ANTONIO

Karen Curran  
John Pellitteri  
Wendy Orcajo

### OHLONE

Ghulam Ebadi  
Jessy Wolf  
Lloyd Yarbrough

### ORANGE COAST

Mary Jo Noser

### COLLEGE OF THE REDWOODS

Cheryl Coppin  
Ken Letko

### RIO HONDO

Patrick Boyle

### RIVERSIDE CITY

Patricia Pellam  
Rita Somers

### SACRAMENTO CITY

Marc Ishisaka-Nolfi

### SADDLEBACK

Patrizia Boen  
Mercedes Guizar

### SAN DIEGO

Continuing Ed  
Armando Leyva

### SAN DIEGO MESA

Wayman Johnson  
Sabrina Santiago

### SAN FRANCISCO CITY—Southeast

Emmanuel Nwabueze

### SAN FRANCISCO CITY—Alemany

Anne-Marie Fleming  
Katharine Dreyfuss

### SAN FRANCISCO CITY—John Adams

Nicole Wendel

### SAN JOAQUIN DELTA

Richard Lustig  
Ethel Thompson

### SAN JOSE CITY

Madeline Adamczeski

### SANTA ANA

Arnold Babikian  
Mary Ellen Bobp  
Matthew Saxton

### SANTA MONICA

Anthony Abatemarco  
Marilyn Adler  
Diana Aghabegian  
Charles Ahrens  
Daniel Aka  
Alexander Alonso  
Karen Anagnost  
Jilla Assadi-Ghazvini  
Shirley Joan Baheri  
Barry Baker  
Sabina Barattucci  
Michael Barlow  
Randall Barnes  
Tony Beauvy  
Elaine Berman  
Margo Black  
Susan Bonoff

Joan Booke  
John Bosson  
Robert Bretz  
Robin Briggs  
Barbara Bronie  
Greg Brookins  
Barry Brown  
Elizabeth Bui  
Jerold Burchman  
Juanita Burris  
Michael Burton  
Danielle Butts  
Mila Calmette  
Nzingha Camara  
Tanya Carter  
Veronica Castillo  
Eileen Celentano  
Myounggyu Choi  
Siu Chung  
Dorothy Clark  
Stevan Clements  
Christopher Compton  
Jeananne Coop  
Jacqueline Cooper  
Mary Cox  
Reyna Cummings  
Nancy Daly  
John Davidson  
Lynn Davison  
Thardice De Loach  
Carol Dingman  
Wendy Dishman  
Katharine Dreyfuss  
C. Dugan  
Ruth Ebner  
June Edmonds  
Andrea Endewardt  
Merion Estes  
Thomas Clayton  
Evans  
Cheryl Fantuzzi  
Zohreh Farzad  
Douglass Fischer  
Wilfredo Flores  
Edward Flynn  
Gisele Fong  
Joel Fortner  
Mark Frank  
Ricki Franklin  
Eric Fredrickson  
Andrew Freund  
Hisashi Fukushima  
Leslie Fulgham  
Patsy Gardner  
Ronald Gellis  
Gary Geraths  
Eric Gerds  
Rosalind Goddard  
Christina Gold  
Harry Goldman  
Martin Goldstein  
Diane Goodwin  
Tonya Gross  
Diane Gross  
Menes Guirguis  
Adrienne Gunn  
Ivna Gusmao  
Sherri Gust

Elean Halaka  
Courtney Hayes  
Leige Henderson  
Kenneth Hillger  
Sherry Hoffman  
Sylvia Hoffmayer  
Geraldine Holden  
Robert Hopkins  
Steve Hunt  
Wendy Jackson  
Belinda Johnson-Adkins  
John Jordan  
Delores Judge  
Arnold Kaminsky  
Harmon Kaslow  
Kian Kaviani  
Dennis Keeley  
Ridgway Knight  
Esinam Kokovena  
Nicole Kraus  
Frankie Laanan  
Marilyn Lammers  
Bahman Lashgari  
Ken Lee  
Kathleen Lee  
Dulce Leon  
Alan Litt  
Carol Lord  
Bahram Mahdavian  
Edward Markarian  
Angelina Meany  
Michele Mednick  
Nasrollah  
Mehdizadeh  
Michael Melle  
Carla Melo  
Stacia Mieh  
Joseph Miller  
Robin Mitchell  
Aviva Monosson  
Judith Montgomery  
Mary Montgomery  
Barrie Mottishaw  
Danielle Muller  
Mary Murphy  
Meenakshi Nagendran  
Anthony Natale  
Liliana Nelson  
Frank Nishimura  
Ebrahim Nuban  
Kozuye Ochi  
Steve Oldham  
Laura Olsher  
Nathan Ota  
Lydia Otero  
Roni Parker  
Julian Parness  
Mark Rafter  
Michael Rahni  
Ernest Ramsey  
Gary Rathburn  
Lynda Reyes  
Karen Ride  
Randolph Rimes  
Harold Rogler  
Brenda Rothaupt  
Cassandra Roy

Bradley Saenz  
Monica Sahagun  
Gilbert Saint-Leon  
Ahmed Salama  
Huntington  
Sammarcelli  
Audrey Sandoval  
Lisa Saperston  
Michael Schwartz  
Gertrude Shafer  
William Sharpe  
Chad Shattuck  
Melissa Silvestrini  
Claudine Simha  
Jacquelyn Sims  
Ellen Sinatra  
Amy Sirott  
Janet Sisneros  
Heather Smith  
Glenn Bruce Smith  
Natalie Sokoloff  
Evan Somers  
Patricia Sophos  
Rita Soshnik  
Grace Sown  
Nia Stefany  
Frank Stiefel  
Gizaw Tadele  
Kanzo Takemori  
Masako Tamanaha  
John Thompson  
Michael Tomko  
Andrew Tonkovich  
Chi-Lin Tseng  
Elenna Turner  
Kimberly Unger  
Michel Van Biezen  
Victor Vazquez  
Leverne Vest  
Cheryl Walker  
Christopher Walker  
Timothy Walker  
Muriel Walker  
Esther Walling  
Catherine Whitaker  
Stephen Williams  
Mari Womack  
Gerry Woolery  
Marilyn Zammitt  
Paula Zeszotarski  
Linda Zimring  
SANTA ROSA  
Paul Libeu  
SHASTA  
Leroy Perkins  
SIERRA  
Peggy Fain  
VICTOR VALLEY  
Arda Melkonian  
WEST VALLEY  
MISSION  
Harry Card

## Membership

# Increase faculty's voice. Increase faculty's power. Sponsor a new FACCC member

FACCC is launching its third year of the Member-Get-A-Member campaign. Join us this year by telling a colleague about FACCC.

**Sail away on a three-day cruise for two** by recruiting 25 new full-time members  
(3 part-time members equals one full-time member).

Return **one** membership card with your name in the "sponsor" box and you'll receive a FACCC mug filled with saltwater taffy, and a FACCC pin to wear with pride.

For **three** new members you'll receive a tote bag with a book from FACCC's book service or an artistic mousepad specially designed for FACCC.

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*John Baley of Cerritos College holds a copy of FACCCS while in England last spring with his wife, Mary, on the Eureka Europa trip. He said he was waiting in line to call FACCC to check the status of retirement legislation.*

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THE 1999-2000 STATE BUDGET:

# An Investment in Education

by Antonio R. Villaraigosa,  
Speaker of the Assembly



Something remarkable happened this year in Sacramento, and it's worth taking note.

For the first time in 16 years, we really invested in the future.

Thanks to a healthy economy, we had the resources to approach the annual state budget process with a fresh perspective. We had the opportunity to make strategic investments in our community colleges and four-year institutions, and we did.

The Legislature and Gov. Gray Davis developed a spending plan that outlines our dedication to investing in our system of colleges and universities. Focusing on children and education, we invested thoughtfully to make real improvements in kids' lives today and lay the groundwork for a prosperous California in the new millennium.

The 1999-2000 state budget is a good budget if you care about our colleges and universities, which is to say it's a good budget if you care about the future of California.

With the projected "Tidal Wave II" of enrollment growth looming for our colleges and universities, it is imperative that we take steps now to accommodate this growth by expanding access and making college more affordable for working families. Analysts expect that 455,000 new students will enter California's higher education system in the next seven years.

Considering that the California Community College system already serves more than 1.4 million students and represents the largest system of higher education in the world, we must be ready for the new growth.

In preparing for "Tidal Wave II", the Legislature significantly increased funding to the community college system. Some of the actions we took included:

- \* Fully funding enrollment growth for 14,000 new students. The state budget provides \$4.54 billion for community colleges, a \$262 million or 7.3 percent increase over last year's budget.

- \* We reduced student fees at community colleges by \$1 per unit, from \$12 to \$11. When you couple that with the

previous year's reduction, we will have reduced community college fees by \$2 a unit from 1997-98 levels.

- \* The budget provides \$10 million for the Teacher and Reading Development Partnership initiative, which will encourage more students to seek teaching careers while participating in teaching internships at K-12 schools.

- \* We provided \$500,000 for part-time faculty parity. This modest approach is a good first step. It provides funding to increase benefits and student contact time for part time faculty members.

- \* We allocated \$2.5 million to enhance student transfer activities between community colleges and four-year institutions. Of these funds, \$550,000 is targeted for Faculty Articulation Workshops and \$1.9 million is for Clarification of General Education Requirements and Certification process.

- \* The Legislature provided \$45 million to expand the Partnership for Excellence Program (PFE). The PFE program will now have \$145 million in its base budget going out to the 107 community colleges on a per full time equivalent student (FTES) basis.

- \* The Legislature also took great strides in addressing the infrastructure needs of the 107 community colleges. We allocated \$172.4 million from Proposition 1A, which I spearheaded in the Legislature, to specifically target 101 capital outlay projects at 69 campuses.

In total, we dedicated \$3.4 billion more than last year to educate the next generation of Californians.

This budget takes a smart and prudent route to the new millennium. It is a budget aimed at ensuring that every California student who wants to attend college can, and that when they get there, they'll find one of the world's great public higher education systems awaiting them. But in order to preserve that level of excellence, we must continue to invest in our system of community colleges and universities. I'm proud to say that's what this year's budget does.

*Antonio R. Villaraigosa is Speaker of the California Assembly and represents the 45th Assembly District in Los Angeles.*

**...it is imperative that  
we take steps now to  
accommodate this  
growth by expanding  
access...**

# Senator Focuses on Faculty Retirees

Senator Deborah Ortiz (D-Sacramento)

[senator.ortiz@sen.ca.gov](mailto:senator.ortiz@sen.ca.gov)

<http://sen.ca.gov/ortiz/bio.htm>

District 6 offices: (916) 324-4937 (Sacramento), (916) 961-1482 (Citrus Heights) Committees: Agriculture & Water Resources, Budget & Fiscal Review, Education, Public Employment & Retirement (chair). Subcommittees: Budget & Fiscal Review #3 Health and Human Services. Joint committee: Rules.

by Katherine Martinez, *FACCCTS* Managing Editor

Sen. Deborah Ortiz is at home in the state's capital. A life-long Sacramento resident, Ortiz graduated from McClatchy High School, U.C. Davis and McGeorge School of Law. She served on the Sacramento City Council and was elected to the Assembly in November 1996. She began her Senate term last November.

Education is a priority for Ortiz. As chair of the Senate Public Employment & Retirement Committee, and member of the Senate Education Committee, Ortiz has a hand in affecting community college faculty members' professional lives.

She told Executive Director Jonathan Lightman and Legislative Advocate David Hawkins during a June interview that she gained a better appreciation for community colleges during her Sacramento City Council term. Whether students are high school graduates, or in mid-career and seeking retraining, the colleges offer a low-cost alternative.

"I think community colleges need to be everything [to everyone]," Ortiz said, "more so than four-year colleges, because of today's society."

She calls community colleges the bridge to higher education, but said it's also much more for people such as 50-year-olds who want to try something different.

"Community colleges play a very important, vital role for education in general," she said, "having responded best to the needs of working class communities, communities of color... It's the institution closest to the community. I commend it for that."

She noted, though, that the colleges will continue to be the "stepchild that's forgotten," despite its strengths.

"It will likely never receive the recognition it deserves," Ortiz said.



*FACCCTS*

A challenge the community colleges will have to face, she said, is expanding welfare-to-work programs.

"I hear good reviews in my district for Los Rio Community College District," Ortiz said. "People rave about it."

"I think the jury is still out whether we've done well statewide."

Ortiz said the community colleges

must do a better job of publicizing its accomplishments.

"I think it's very difficult for the average legislator to understand the scope of the community colleges' role."

She knows the system is struggling with inadequate funding that has caused it to rely heavily on part-time faculty, a situation she said is not an incentive for employees to stay and grow.

"I think students are shortchanged," Ortiz said. How do you provide a full, quality educational experience to students, she asked, if part-timers are forced to drive from one community college to another to make a living?

The goal to have full-timers teach 75 percent of instruction hours is an optimistic minimum, Ortiz said.

"And generally, it's not ideal if a significant part of your workforce is part-time with no benefits, no job security," she said. But the Legislature is trying to help: "We are slowly building in the money into K-14" during annual budget discussions.

Ortiz is carrying SB 833, the FACCC co-sponsored bill that would grandfather 1998 retirees into the recent State Teachers' Retirement System improvements. She said she's optimistic about it becoming law, but mentioned that the bill has met substantial opposition. Several teen-age Boys' State members had just been in her office telling her that SB 833 would encourage teachers to retire earlier. But Ortiz believes she's doing the right thing.

"It's a fair and sound, equitable solution," Ortiz said, "and I hope this governor will appreciate that." ■



# Authors Debunk Proposition 209 Myths

John F. McFarland

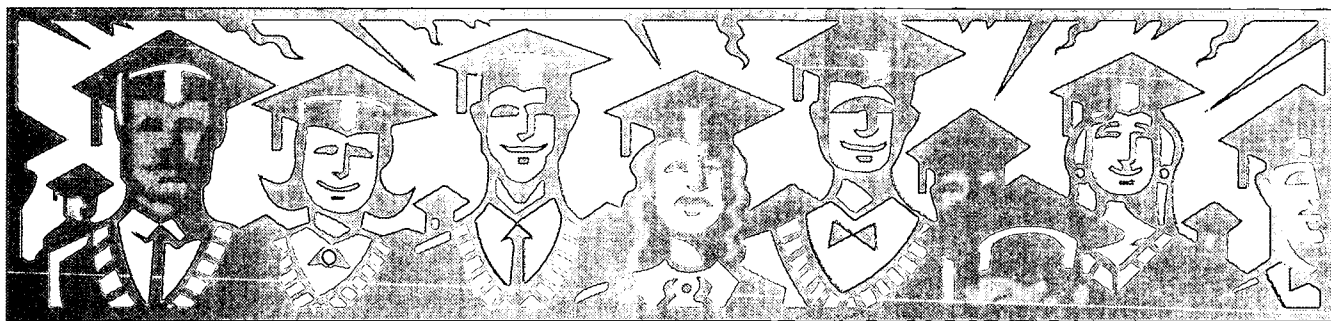
In 1916 the silent film director D.W. Griffith undertook a movie of polemical intent. Released with the title *Intolerance*, it was his reply to certain critics of his just-released film, *Birth of a Nation*.

Though immensely successful, *Birth* had outraged the NAACP with its depiction of Reconstruction-era ex-slaves. They appeared as either catspaws of northern politicians or (more luridly) as brutish rapists. Yet worse, the film enshrined the Ku Klux Klan as a heroic defender of good government and white womanhood.

Not surprisingly, then, when Griffith spoke of "intolerance," he referred to efforts to boycott his film, and not to its racial dissing. Sadly, this would not be the last appropria-

In the 1890s Southern states rendered blacks politically helpless by destroying their right to vote. The new pigmentocracy then shouldered the task of choosing who would speak for the disenfranchised. Those chosen were to be reverse messiahs, leaders who deflected their people from the promised land. Their goals were to discourage activism until African Americans were "ready" for social and political equality.

When, seven decades later, civil rights leaders won back the power of the ballot, re-enfranchised blacks rejected the sonorities of quiescence and compliance and picked a very different kind of spokesperson. Those elected came from youthful militants committed to destroying "harmonious" inequality.



tion of progressive terminology to camouflage regressive social policy.

Most recently reliance on the same dark arts hurried Proposition 209 to passage in California. The measure would, one proponent rhapsodized, secure "an inclusive society in which people of all races, religions and sexual preferences have a right to have their talents considered."

That this admirable goal would be won by reducing minority presence in the workplaces and campuses of the state was taken as proof of its fairness. It might then, seem an irony, to rank it no worse, that Prop 209 was allowed on the ballot as "the Civil Rights Amendment."

For some this irony was concealed rather than sharpened by the fact that such a form of civil rights would be championed by an African American. Yet Ward Connerly should not surprise us. He is merely renewing an old power struggle in the black community.

As alarming things began to be said and to happen, conservative upset played to empty houses. But then came Clarence Thomas. From his high judicial perch he lent prestige to go-slowism, and to the idea that poverty, not race, should be the basis of "preference." It was he who first unfurled the prophylactic banner of "colorblindness."

"Colorblind" ideas now pass as the strictest orthodoxy among conservatives. Last year, Tamar Jacoby<sup>1</sup> deplored the "forced interaction between people who are not social and economic equals," and called for extensive acculturation programs to change peoples' habits, then attitudes towards school, work and the law." In perhaps the most remarkable extended formulation of their position, Thomas Sowell

*continued on next page*

<sup>1</sup> in his *Someone Else's House: the Struggle for Integration*

proposes that, without the life-support systems of affirmative action, racism would simply die out.<sup>2</sup>

Where most supporters of 209 wanted “blindness” was in hiring. But Connerly was — by appointment of Pete Wilson — a University of California trustee and he campaigned on the enormities done to whites by the university’s admission policies.

Of course, jobs and college admissions are closely related. Campuses no longer resemble the glam ghettos of yore, where late adolescents could spend out their youth in violent sports and languid lubriciousness. Now they serve as armories to provision future corporate shoguns, largely by conferring battlefield promotions in the form of *entrée* into professional schools.

That is why Connerly gets a hearing. One needs only read the suburban detective novels of Jon Katz<sup>3</sup> to appreciate the anxiety of parents who try to break their heedless 14-year-olds to the yoke of academic endeavor — all to snare one of the contested spaces in a “good college.”

And the competition for such berths grows more ferocious. The largest mass of college-bounds the nation has ever seen, an estimated 4.4 million, up 200,000 from only a year ago, will swamp the nation’s campuses this fall.

The stampede has allowed California State University San Diego, for instance, to raise its Grade Point Average bar from 2.8 to 3.2. On the high end, University of Chicago accepted only one applicant in seven this year. Among those rejected at Tuft were one-third of those who combined perfect Scholastic Aptitude Test scores with being their class valedictorians.

In this seller’s market the buyer cannot be a chooser. *The New York Times* reported on an 18-year old who serves his synagogue as a religious director, has published poetry and garnered both a 1450 on the SAT and a perfect 5 on the Advanced Placement calculus exam, yet was turned down by Harvard, Brown, Wesleyan and Georgetown. University

<sup>2</sup> in his *End of Racism*, which signals an unnoticed turn-about in conservative theory. Only a generation ago the likes of Bill Buckley counseled against the brashness of the civil rights movement by saying that “prejudices” are nearly ineradicable, especially by government action. Now, amazingly, they have vanished in a single generation.

<sup>3</sup> The first in this amusing series is *Murder by Station Wagon*.



of Massachusetts would admit him, but not to its honors program.

For some parents and their offspring, paranoia has become bedrock and the Connerlys can quarry it with the hint that affirmative action explains admissions injustices. Yet, were all racial preferences on elite campuses to end, the net gain for whites would be about 1.5 percent, and that at a cost to blacks of 50 percent of the seats assigned them. Even then we must remember that whites who are displaced by racial preferences have SATs and GPAs not much above the blacks who were accepted.

In fact, most “preferences” are not racial. They are given to veterans (in public universities), to athletes, to foreign students whose academic records are not easily calibrated to American standards, and, on the East Coast, to “legacies.”

Legacies come from clans that, having frequented a campus for generations, have come to think of it rather as a family yacht slip. They often enhance their scions’ merits with hefty monetary donations. While reliable figures on legacies do not exist, knowledgeable observers believe they vastly outnumber affirmative action admissions.

Students of color receive some seats due to a different genetic code, one unsanctioned by money and privileged incumbencies. Preferences for them prevent numerical indices from working like tourniquets to keep them out. Of minorities who apply to “highly

selective” campuses, 29 percent score in the highest SAT range, vs. 79 percent of whites.

Such test scores, with GPAs, are the standards that high school students and parents understand, perhaps because quality is measured quantitatively in our sports culture. But universities further arithmetize the game when they boast of trophy students as those with the highest scores. What has been created is a divine right of numbers.

Academic leaders have less faith in the idea that higher education should exist in exclusive service to dorky nerds and starchy grinds. At the beginning of this century Mrs. Stanford believed “her” college would be “producing leaders in every field of science and industry.” As our century ends that goal has, if anything, widened. Yale’s Richard Levin wants his university to “encourage others to work for the betterment of the human condition.” Whatever GPAs and SATs measure it is not such qualities.

And educators know the excitement a varied classroom can generate. Which professor wants a rollbook of Jennifers

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and Jasons during a discussion? What decamping freshman hopes to find his new campus no more interesting than the homogenous high school he has just escaped? And where else but in college will suburbanites of every race experience the nation's diversity under conditions that encourage analysis and understanding?

For students of color the same experience initiates transracial friendships that can last a lifetime. Sociologist Orlando Patterson says that "integration is about the acquisition of social and cultural capital," and that becomes impossible "in isolation from the tacit norms of the dominant culture."

To critics of affirmative admissions, claims of educational value in diversity is so much flummery and mummery. Such policies perpetuate a hoax made cruel by its false promise. Unqualified students are merely set up for failure. We should, they suggest, educate no races before their time.

But reasons exist to believe that there is no excuse for waiting, that racial preferences can lead to success, not grief. Two recent studies have examined programs that do well with "high risk" students, even on selective campuses.

The first of these, *The Shape of the River*,<sup>4</sup> examines student success rates in 28 elite universities, with follow-up longevity studies of the graduates of five of those. Though student bodies were treated as a whole, breakout data found very high levels of black success in these, some of the most demanding undergraduate programs in the country.

This was true despite the fact that African American students arrived with "low 1200s" SATS and heralded often from second-tier high schools. They earned degrees 75 percent of the time, close enough to the 86 percent of whites, who arrived with significantly higher predictors and heralded from prep schools whose very *raison d'être* is setting their graduates on the most glittering staircases.

This punctures nicely one of Dinesh D'Souza's more annoyingly smug proposals:<sup>5</sup> that, "for a while," African

Americans should be satisfied with universities like Temple. Later,

perhaps, they will be ready for the top rungs.

But why have elite campuses proved D'Souza wrong? Authors Bowen and Bok explain black success with references one might expect from ex-presidents of Princeton and Harvard. They mention elite schools'

superior libraries, cushy support services and brilliant professors. To be sure, but how relevant are these riches when undergraduates are foisted off on untrained TAs, when profs keep office piccahours, when libraries lack open stacks?

Was not the gritty ambition of students enduring a social setting set at freezing temperature worth more mention?

And ambition they had. Once graduated, students of color continued to do well, registering an income about 85 percent of the \$100,000 earned by whites and (more hearteningly) taking a

significantly greater role in their communities' leadership.

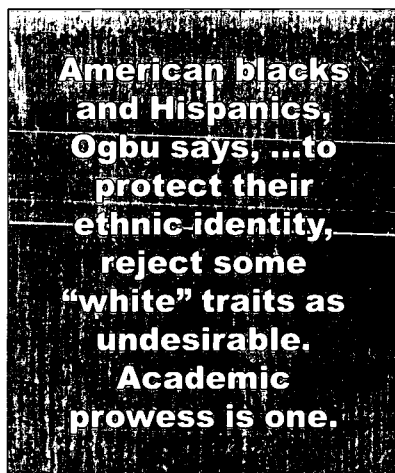
We are cheered, then, by *The Shape of the River*. But it is a second work, *Promise and Dilemma*,<sup>6</sup> that inspires us.

An anthology of essays offering "Perspectives on Affirmative Action in Higher Education," it is valuable for collecting the leading researchers on the topic. We forgive, then, a prose more frequently arthritic than athletic. Two of the contributors attempt to explain low academic performances among people of color especially where test scores might predict otherwise. Claude Steele of Stanford has some empirical data that he reads to prove that African Americans internalize negative expectations and, thus, underproduce when in college.

A more convincing explanation is that of anthropologist John Ogbu, who traces low achievement to history. American blacks and Hispanics, he says, share an experience of involuntary incorporation into a hostile society. Both cultures, to protect their ethnic identity, reject some "white" traits as undesirable. Academic prowess is one.

The theories of Steele and Ogbu informed a University of Michigan program that brought students together in an ethnically-mixed dorm life designed to be supportive. It featured student mutual aid, and peer counseling, all designed to break down isolation. Blacks responded with a success rate equal to that of whites and significantly above those of Michigan blacks outside the program.

*continued on next page*



<sup>4</sup> subtitled *Long-Term Consequences of Considering Race in College and University Admissions*, by William G. Bowen and Derek Curtis Bok.

<sup>5</sup> found in *Illiberal Education: the Politics of Race and Sex*.

<sup>6</sup> subtitled *Perspectives on Racial Diversity and Higher Education*, edited by Eugene Y. Lowe, Jr.

continued from previous page



On a similar trajectory, L. Scott

Miller compares the acculturation process of two minorities. Asian Americans, he finds, "place academics at the center of their peer socializing and thus they study together." African Americans, perhaps to avoid "anti-academic peer pressure," study alone. These insights led a Berkeley math prof to design a "learning community" that incorporated all ethnic groups, but whose most dramatically positive results were for blacks. A similar program at Austin increased the University of Texas black and Hispanic math majors from seven (1990) to 151 in just six years. P. Uri Treisman writes confidently: "We [at Austin] believe we can compensate for about 120 [math] points of SAT."

The success of such interventionist strategies certainly demonstrates that the playing field hasn't been graded as levelly as the Connerlys would have us believe.

In part this is because the African American social ascent has been real, but vertiginous. Eighty percent are now out of poverty; 40 percent of black families have reached the middle class (marked by a threshold income of \$35,000). Whereas fewer than 2 percent had four-year degrees, nearly 11 percent do now.

Orlando Patterson,<sup>7</sup> the source of these figures, uses them to free us from exhausted stereotypes. Blacks are succeeding, not failing, in the broad society. But this rapid

<sup>7</sup>in *The Ordeal of Integration: Progress and Resentment in America's "Racial Crisis."*

rise exposes young people to unaccustomed headwinds. Far fewer

blacks than whites can draw on a treasury of family experience when navigating the exotic terrain of academia.

Patterson might have added that this refutes the Thomas/Connerly line that "preference" should go to poverty, not race. Most impoverished people in America are white; most black people would not qualify under such criteria. Need we add that it is as vain to promote racial justice by enhancing white opportunity as it was in the 1980s to address economic justice by shifting wealth upwards?

Affirmative action is often dismissed as well intentioned but impractical. The two studies discussed here demonstrate how practical it can be. And nowhere does integration make more sense than in education. From the very earliest days of the Civil Rights movement, education has been the balloon by which minorities could send their kids to a better world.

Alas, from the moment when the Supreme Court told us that "separate" is inherently "unequal," we have heard a mesmeric vocabulary of opposition: that integration is "unworkable," probably "unnecessary," and certainly "unjust" to whites. Like Griffith's use of "intolerance," we must see such language for the raw, untreated verbiage it really is. ❧

John F. McFarland teaches history at Sierra College in Rocklin. He is a former FACCC president and was a recipient of a 1995 Hayward Award for Excellence in Teaching.

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# CALENDAR

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Sept. 24 — \*FACCC Budget Workshop, Doubletree Hotel, Ontario, CA

## OCTOBER

Oct. 2 — FACCC Board of Governors, Sacramento, CA

## NOVEMBER

Nov. 19-20 — FACCC Board of Governors, Bay Area

## JANUARY

Jan. 28-29 — FACCC Board of Governors, Southern CA

## MARCH

March 19-20 — FACCC Annual Meeting/Lobby Day, Sacramento, CA

## MAY

May 6 — FACCC Board of Governors, Sacramento, CA

\*Workshop cost: \$50 FACCC members, \$75 nonmembers.

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To register for budget workshops, contact Janet at (916) 447-8555. Details: [www.faccc.org/workshop.htm](http://www.faccc.org/workshop.htm).

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# **FACCC Programs, Services & Offers**

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FACCC created two lists that are now maintained by Cerritos College, one for general FACCC and community college issues, the other for part-time faculty issues. To join, e-mail [MAILSERV@CERRITOS.EDU](mailto:MAILSERV@CERRITOS.EDU) with the message **SUBSCRIBE CCC-FACCC-LIST** (or **SUBSCRIBE CCC-PARTTIME-LIST**). Include nothing else in the message. To post a message, e-mail [CCC-FACCC-LIST@CERRITOS.EDU](mailto:CCC-FACCC-LIST@CERRITOS.EDU) (or [CCC-PARTTIME-LIST@CERRITOS.EDU](mailto:CCC-PARTTIME-LIST@CERRITOS.EDU)).

## **✿ FACCC publications**

*FACCTS*, the quarterly journal, which relies heavily on faculty-written contributions

*InFACCC*, the monthly newsletter that provides legislative news

*Off Track*, the biannual part-time faculty newsletter

*FACCC Weekly E-mail Report*, up-to-the-minute legislative news

*FACCC Sheets*, one-page sheets on FACCC's legislative agenda, part-time faculty, Prop 98, remediation, CCC facts. Available on request. Or see [www.faccc.org/sheets.htm](http://www.faccc.org/sheets.htm).

FACCC Web site: [www.faccc.org](http://www.faccc.org). — Provides web-exclusive articles and essays, Question of the Month, legislative alerts, publications excerpts, links to college and faculty-related sites. Also, see offers from Daedelus and Educators Bed & Breakfast Network.

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## **Contact FACCC at (916) 447-8555 or [faccc@aol.com](mailto:faccc@aol.com)**

# Daylight Shines on Part-Time Issues

by Margaret Quan, Diablo Valley College

Part-time faculty issues have finally drawn national attention.

In early June, the American Association of University Professors offered me a full scholarship to attend its Summer Institute in Marquette, Michigan, July 29 - Aug. 1.

I readily accepted their invitation. The event was a huge success, especially for me as a political activist for part-time concerns.

Breaking with tradition, AAUP offered 10 scholarships to part-time faculty. These scholarships were a clear indication that AAUP is very concerned about the growing use and abuse of adjunct faculty in higher education. Of the 10 scholarship recipients, two were from community colleges and the others were from private and public four-year colleges and universities. Tenured faculty made up the rest of about 200 attendees from across the U.S., including Alaska and Canada.

All participants had a choice of workshops and one-hour seminars. The workshops were grueling, two-day affairs from 8:20 a.m. to 8:45 p.m. Friday, and ending Saturday at 4:15 p.m.

I selected the negotiations workshop; much to my surprise, few attendees had any experience in contract negotiations. We were schooled in the negotiation tactics of union and management. Then we negotiated one-on-one situations; this was expanded to a four-member team negotiating a simple contract. We were debriefed after each exercise to explore what had and hadn't worked.

Later, we again split into four-member teams to negotiate a very complex contract. My team, which represented management, had only three members and I was chosen as chief negotiator. By 8:45 p.m. Friday, our team had not even agreed upon table procedures for the negotiations. Because it was so hot and I couldn't sleep, I worked until the wee hours on salary and budget restrictions that management had been given. With no shame whatsoever, I am proud to say that we—with the only woman as chief negotiator—negotiated the best contract. We even finished before our time expired.

The seminar that attracted the most attention was "Full Time/Part Time Alliance." It was standing room only. This

led one AAUP staff member to suggest that next year's Summer Institute concentrate wholly on part-time issues facing higher education.

Saturday night's wrap-up included some awards and a few short speeches; AAUP General Secretary Mary Burgan gave the keynote speech. The heart of Burgan's address was the part-time situation as it now exists across all of higher education. She gave a brief history on the overuse of part-time faculty that began in the 1970s with the compliance of tenured faculty. She minced few words in saying that tenured faculty's acquiescence then, and now, has allowed this bifurcated system to exist. Burgan stressed that this acquiescence has led to the erosion of tenure (with such things as evaluations or "post-tenure review"), the lowering of salaries, and the downward spiral of full-time positions.

Burgan said that what tenured faculty conceded to in the 1970s has come back to bite them in the 1990s. And if change is to come, full-time tenured faculty members can no longer slavishly follow their own narrow self-interest or their own institu-

tional or material interests with callous disregard for the victims. The keynote speech garnered great applause.

The Summer Institute was an event I wish all faculty could experience. The long days (that at certain times of the year have 19 hours of daylight), coupled with the gathering of higher education's best and brightest, was a must-see.

AAUP President James T. Richardson has invited me to serve a three-year term on the association's committee on part-time faculty issues. It is a national standing committee that produces policy statements and helps direct organizing and political initiatives concerning part-time and non-tenure track faculty. Duties involve conferring with the committee on issues and ideas, and attending an annual meeting in Washington, D.C. I look forward to working with the committee and sharing the California faculty experience.

*Margaret Quan is a FACCC Governor who represents Northern California part-time faculty. She teaches history at Diablo Valley College in Pleasant Hill.*

The Part-Time Faculty page is based on reader participation. We welcome guest columns and story ideas. Contact Katherine Martinez at [facc@aol.com](mailto:facc@aol.com) or (916) 447-8555. See writers' guidelines at [www.facc.org/facccts/writers.htm](http://www.facc.org/facccts/writers.htm).

**Burgan said that what tenured faculty conceded to in the 1970s has come back to bite them in the 1990s.**

# Taskforce Studies STRS Health Plan

by John Baley, Cerritos College

FACCC is continuing to work on improving your retirement benefits. Legislative Advocate David Hawkins and I are active members in the State Teachers Retirement System Health Benefits Taskforce, which is overseeing the study and development of a STRS health benefits plan.

FACCC co-sponsored Senate Bill 159 (Patrick Johnston-D), which would authorize STRS to develop a health care benefits program, is in the Assembly Appropriations Committee and at press time was scheduled for an Aug. 18 hearing. (See [www.faccc.org](http://www.faccc.org) for updates) The details of the STRS health plan and even its financial feasibility are yet to be determined. Although some districts offer health care for life, most offer far less. A STRS survey reported that almost two-thirds of retirees over age 65 pay for their own health care.

Check what your district offers. You may be surprised. It's becoming clear that the system for delivering and paying for medical care will change significantly in the coming years. The STRS taskforce is studying various health benefits structures in California and other states to assist in identifying possible alternatives. One possibility is to negotiate a joint plan with the California Public Employees Retirement System. Another possibility is a method known as direct contracting. At the Aug. 4 meeting, the taskforce heard from Patricia Drury from the Twin Cities Buyers' Health Care Action group. It is a coalition of 25 self-insured employers working together to restructure health care into a consumer-driven, primary-care based market that is sensitive to cost, quality and service.

All options, including no STRS health coverage, are open. It appears that for any plan to be viable, it must include all faculty: young and old, working and retired.

You can help by e-mailing a summary of your district's medical coverage for retirees to [faccc@aol.com](mailto:faccc@aol.com) with a copy to [baley@cerritos.edu](mailto:baley@cerritos.edu). Use the subject "STRS Info." (Is your district's medical coverage the same for active faculty? What

part is paid by the district? Are spouses covered? Must you have Medicare? Do the rules change after age 65? How much must the retired member pay to retain coverage?)

Faculty retirement is based on three factors: age at retirement, credit for years service, and the average of your highest consecutive 36 months of creditable compensation. There are major inequities in the way creditable compensation is determined. Teaching faculty members are currently unable to count summer school, overload or stipends. In contrast, administrators are able to receive retirement benefits based on their entire annual

salary. Some counselors and librarians are paid on an 11- or 12-month basis, making their entire salary creditable compensation.

I chair your FACCC STRS Taskforce, with the active cooperation of FACCC member Carolyn Widener of West Los Angeles College, who is vice president of American Federation of Teachers Local Guild 1521 in the Los Angeles district. With David Hawkins, we are advocating including all gross faculty earnings to determine creditable compensation. K-12 representatives fear their members may only work summer school or extra duty in their lower-earning years that would not be included in their three-highest-years earnings.

To level the playing field for these teachers, the current proposal is to give service credit for all earnings over a teacher's base salary. That is, if you earned 20 percent above your base salary in a year, you would pay into STRS on all earnings and you would receive 1.2 years service credit toward retirement. The client advisory group will meet Sept. 2 in Sacramento following the STRS

Health Benefits Taskforce meeting. FACCC will be at both meetings advocating for community college faculty.

*John Baley is a FACCC Governor and teaches math at Cerritos College in Norwalk. He chairs the FACCC STRS Taskforce.*

*The Good Life is based on reader participation. We welcome guest columns and story ideas. Contact Katherine Martinez at [faccc@aol.com](mailto:faccc@aol.com) or (916) 447-8555. See writers' guidelines at [www.faccc.org/facccs/writers.htm](http://www.faccc.org/facccs/writers.htm)*



**A STRS survey reported that almost two-thirds of retirees over age 65 pay for their own health care.**



# Perspectives

## FACCCTOTUM

"I think community colleges need to be everything [to everyone], more so than four-year colleges, because of today's society...I think it's very difficult for the average legislator to understand the scope of the community colleges' role."

— Sen. Deborah Ortiz (D-Sacramento), p.30

"My father, a stroke victim, is a graduate of the Foothill Reach Program and still goes to the campus three days a week for physical therapy. I've learned community colleges are an integral part of our state's social fabric—in very real and fundamental ways."

— Sen. Jim Cunneen (R-Cupertino), p. 11

"In the six months that I have been in office I have visited every community college in my district and have been in continual communication with the administration. They seem to have amazing energy and devotion aimed at serving the education needs of my constituents."

— Assemblyman Dick Dickerson (R-Redding), p. 12

"I have taken various courses throughout my adulthood and found it to be a very positive experience. As a legislator I make it a point to have very positive relationships with the community colleges in my district."

— Assemblywoman Kerry Mazzoni (D-Novato), p. 15

"As our region rebounds from the economic downturn, Delta College students and graduates play vital roles."

— Assemblyman Mike Machado (D-Linden), former Delta College instructor, p. 14

"My daughter spent two years at Diablo Valley College. ...Community college was a wonderful foundation for her."

— Assemblywoman Lynne Leach (R-Walnut Creek), p.13

"Years ago, my wife, Linda, enrolled in art classes at Foothill Community College. She found the teachers to be exceptional mentors, as well as educators, and her experience has had a lifelong effect. Today, she continues to be an artist and remains grateful, as do I, to the college and the teachers for the opportunity and instruction she received at Foothill."

— Sen. Byron Sher (D-Palo Alto), p.17

# FACCC Wants YOU!

Volunteer Opportunities: [www.faccc.org/help.htm](http://www.faccc.org/help.htm)

Contact the FACCC staff members below at (916) 447-8555 or [faccc@aol.com](mailto:faccc@aol.com)

■ Coordinate a brown bag lunch on your campus. Contact Lyndon.

■ Participate in the FACCC Advocacy Network: [www.faccc.org/advocacy/fan.htm](http://www.faccc.org/advocacy/fan.htm).

■ Shadow FACCC's legislative advocates at the Capitol for a day if you're going to be in Sacramento. Give us two weeks to plan for your visit. Contact David.

■ Write for FACCC's publications: [www.faccc.org/pubs.htm](http://www.faccc.org/pubs.htm). Contact Katherine.

■ Sponsor new FACCC members and receive gifts: [www.faccc.org/mgm.htm](http://www.faccc.org/mgm.htm). Contact Lyndon.

■ Contribute to the FACCC Political Action Committee. Request an "additional payroll deduction" card or see [www.faccc.org/advocacy/paccard.htm](http://www.faccc.org/advocacy/paccard.htm)



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# FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES  
Volume 6 Number 2

December 1999

Featuring:

- Margaret H. Freeman of L.A. Valley College, on *Women of the Gold Rush*, p. 30
- Mark Maier of Glendale Community College, on teaching, p. 13
- John R. McDowell, Jr. of L.A. Trade-Tech College, on Partnership For Excellence, p. 10
- John McFarland of Sierra College, on *The Coming White Minority*, p. 24
- Brian McKinney of Diablo Valley College, on teaching online, p. 27
- Kathleen McQuin and Bobby Hutchison of Modesto Jr. College, on Web-based teaching issues, p. 27
- Carolyn Russell of Rio Hondo College, on telling the CCC story, p. 7
- Emily Strauss, on "The U. as Business Center: A Fallacy," p. 23



## The Spirit of Advocacy

Also: *Transition to Trustee*, by Mona Field • *Interviews with Irene Menegas & Patricia Siever*

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## Math & Science

The NASA Pre-College Science Academy at Pasadena City College is compiling a list of math and science literacy advocates/consultants. Are you interested in enhancing math and science literacy? Contact "Canopy" (626) 585-7163, FAX (626) 585-7978 or [jwconner@paccd.cc.ca.us](mailto:jwconner@paccd.cc.ca.us).

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You can buy classified ads for as little as \$40 for up to 35 words. For classified and display advertising rates, contact **FACCTS** Managing Editor Katherine Martinez at [faccct@aol.com](mailto:faccct@aol.com) or (916) 447-8555, or visit [www.faccct.org/pubs.htm](http://www.faccct.org/pubs.htm). Buy three consecutive ads, receive the fourth free.

## New on the FACCC BOG



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(916) 688-7254  
[jamesr@crc.losrios.cc.ca.us](mailto:jamesr@crc.losrios.cc.ca.us)

The FACCC Board of Governors approved at its October meeting Reona James' appointment to fill a board vacancy.

Reona will serve on the FACCC BOG Awards & Scholarships Committee.

Visit [www.faccct.org/about.htm](http://www.faccct.org/about.htm) for photos, bios and contact information for the FACCC Board of Governors.

### FACCC's Mission

FACCC advocates exclusively for community college faculty. FACCC analyzes issues that impact community colleges, develops policy and sponsors bills, and lobbies the governor, the chancellor, the legislature, and other state and federal agencies. FACCC communicates issues and resolutions and works in concert with other organizations to ensure a leading role for community college faculty in education policy. See [www.faccct.org/about.htm](http://www.faccct.org/about.htm).

## Host A Brown Bag on Campus

FACCC Brown Bags are informal lunchtime gatherings in which faculty and guests (legislators, education reporters, FACCC advocates, etc.) can discuss community college issues.

Interested in hosting a brown bag on your campus? Contact Field Director Lyndon Marie Thomson at (916) 447-8555 or [LyndonMT@aol.com](mailto:LyndonMT@aol.com). For the Sacramento area, contact Membership Director Paul Simmons at the phone number above or e-mail [paulq6r9s@aol.com](mailto:paulq6r9s@aol.com).

See [www.faccct.org/members/oncampus.htm](http://www.faccct.org/members/oncampus.htm) for an updated list of brown bag lunches.



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## Transform Partnership for Excellence Page 10

Partnership for Excellence is under fire by faculty groups who argue that the program is in jeopardy because of inadequate funding and lack of a specific mandate to hire new full-time faculty. This analysis by John R. McDowell, Jr. of Los Angeles Trade-Technical College sheds some light on the problems with PFE and why community college leaders must insist on changing it.



## Transition to Trustee: A Faculty View Page 17

Voters elected Mona Field of Glendale Community College to the L.A. Community College District Board of Trustees earlier this year. She writes about her experience running for elected office, her toughest decisions as a trustee so far, and why she encourages other faculty members to follow the same path.

5 Letters to the Editor

7 Tell the CCC Story

8 Higher Ed's Challenges

9 It's Your Turn at Bat

13 Talking About Teaching

15 FastFACCCTS

19 Member-Get-A-Member

20 Faculty Focus: Irene Menegas

21 Faculty Focus: Patricia Siever

23 The U. as Business Center

24 Trading in Futures

30 Review: *Women of the Gold Rush*

On the cover: This original watercolor by Sacramento artist David Lobenberg beautifully captures the spirit of faculty advocacy. The art graces the new FACCC mousepads, free to those who recruit three new full-time FACCC members. See [www.faccc.org/mgm.htm](http://www.faccc.org/mgm.htm) or page 19 for details.

## FACCCTS

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# FAX Survey

## REPLIES—September 1999

### ***What topic is most important to you professionally? Why?***

**T**he widespread addition of hours/lab by arrangement to courses in order to increase WSCH [Weekly Student Contact Hours]. This "padding" of student contact hours creates a false picture of community college FTES [Full-Time Equivalent Students].

Let me add another consequence, at least as seen from here, of this lab/hours by arrangement. Once a department is able to show that it has the numbers (created by means of these added hours) there is little incentive to look at what new courses or changes in existing courses, re: content, method of teaching etc. might be needed to meet the needs of our students. Besides, why add more hours in classes that historically do not have labs or hours by arrangements when we already know that the majority of our students have very busy schedules balancing work, school and home commitments.

—Ken Colson, Anthropology, West Valley College, Saratoga, CA

Ken won four movie tickets to AMC Theaters for participating in the Fax Survey. Congratulations, Ken!

## NEW QUESTION:

**How do you motivate students who are reluctant to use the Internet for research?** FACCC members who reply will be entered in a drawing for four UA or AMC movie passes.

Please print or type answer:

FACCC invites you to reply (see details below). Answers must be received by Feb. 7. Responses will appear in the next issue and at [www.faccc.org/facccts.htm](http://www.faccc.org/facccts.htm). E-mail suggestions for questions with the subject "Fax Survey Idea."

Your Full Name

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Discipline

My suggestion for the next Fax Survey question:

Fax to (916) 447-0726, e-mail [faccc@aol.com](mailto:faccc@aol.com) with "Fax Survey" as the subject or mail to Fax Survey, FACCC, 926 J St., Suite 211, Sacramento, CA 95814-2790

## Reader Explains "Intolerance"

An explanation is in order for the reference ("Authors Debunk Proposition 209 Myths," September 1999 *FACCCTS*), in which the author incorrectly states that D. W. Griffith's film *Intolerance* was his reply to the racist *Birth of a Nation*.

*Intolerance* contained no racial overtones or apologies. It consisted of four parts: the fall of Babylon, the crucifixion of Jesus, the persecution of Protestants by Catherine de Medici, and a contemporary story regarding the wrongful conviction of a young man accused of robbery. The latter sequence was later released as a separate motion picture to help recover costs because the complete film was so lengthy that it frightened movie-goers.

I saw *Intolerance* in 1945 as part of a course at USC and had the privilege of sitting with Mr. Griffith himself, who had been invited to the class for the showing. I since have seen it several times.

*Birth of a Nation* indeed was popular, probably because of its heinous glorification of the KKK, which apparently still appeals to the gentry.

*Spencer Crump  
Corona del Mar, Calif.*

John McFarland replies:

The "intolerance" that inspired D.W. Griffith to produce a film of that name was the effort of the NAACP to organize a boycott against his earlier movie, *Birth of a Nation*, which Mr. Crump correctly identifies as racist. Griffith, an unreconstructed Southerner, saw nothing wrong with the racial grotesques in *Birth* and felt himself to be a victim. The three historical examples that Mr. Crump mentions were intended as reproof against the NAACP and none contained scenes of racism because that was the practice that Griffith was defending, not criticizing.

## Faculty Suffers Exploitation, Not Apartheid

Clearly part-time teachers are exploited by the system and deserve higher pay, proportional benefits, paid office hours, and other reforms. Reforms would not only address inequities for employees, but greatly benefit students. Lin Fraser ("Part-Timer Disagrees with Colleague," September 1999 *FACCCTS*) writes that the California Community Colleges must abolish the adjunct apartheid system. These inequities do not exist because full-

time faculty or administrators in the CCC system support them. They are built into the system, statewide, to keep costs down (in our district the increased cost of covering classes with one full-timer over adjunct faculty is approximately \$30,000 including benefits). Ask the voters to pressure the Legislature and pay higher taxes rather than blaming a system that doesn't have the resources to address the issue.

While increasing the proportion of full-timers to part-timers and providing other reforms, such as paid office hours, would benefit students, some proposals put forward by adjunct activists would not. Preferential treatment for senior local adjunct candidates for full-time positions is a bad idea. The pool that adjunct instructors are chosen from may be as few as one and is often two or three. On the other hand, we get as many as 100 applications for a full-time position in a national search. When we hire a full-timer, it may be for decades, so we must pick the best candidate from all the applicants. We should remember that while proponents of preferential hiring have a huge economic interest in the outcome of the hiring process, hiring committee members have no monetary reason for hiring anyone but the best person.


Part-time tenure is another bad idea. The hiring and evaluation process that leads to tenure is enormously costly in person hours for administrators, committee members and tenure-track faculty. To award "tenure" to adjunct faculty without the same extensive review that full-time faculty receive would rob us of our ability to provide the best education that we can.

Lin Fraser abhors the practice of defrauding the taxpayers by failing to meet one's contractual obligations, yet asserts the right to join those who abuse the system.

Rather than expand what I perceive to be a low level of corruption in the system, I support salary deductions for anyone who chronically fails to meet their obligations.

Lin Fraser used the word apartheid to describe our system. I assume that Lin knows the history of apartheid and that victims who spoke out against it were often imprisoned, tortured and murdered. I find the use of this term in the context of the CCC system to be ridiculous, divisive and offensive as well as demeaning to those who suffered under real apartheid.

*Edward Harvey  
Fine Arts Department  
Allan Hancock College*

 **FACCCTS welcomes letters via mail (FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790), fax (916) 447-0726, or e-mail [facc@aol.com](mailto:facc@aol.com). Please keep letters under 250 words and include your name, address, and daytime phone number for verification. FACCCTS reserves the right to edit letters for length, clarity and style.**

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# CALENDAR

## JANUARY

Jan. 28-29—FACCC Board of Governors, Orange County

## MARCH

March 19—FACCC Annual Meeting, Sacramento

March 20—FACCC Lobby Day, Sacramento

## MAY

May 6—FACCC Board of Governors, Sacramento

## SEPTEMBER

Sept. 21-23—FACCC Conference, Queen Mary,  
Long Beach

Visit "What's New" at [www.faccc.org](http://www.faccc.org) to stay updated on the latest FACCC news and events.

For a schedule of workshops, visit [www.faccc.org/workshop.htm](http://www.faccc.org/workshop.htm).

For a schedule of FACCC Brown Bag lunches, see [www.faccc.org/members/oncampus.htm](http://www.faccc.org/members/oncampus.htm).

Want to get more involved in FACCC? Choose from a variety of activities. Visit [www.faccc.org/members/involved.htm](http://www.faccc.org/members/involved.htm).

## Contribute to the FACCC PAC

FACCC's Political Action Committee contributes money to the campaigns of community college supporters. Candidates are fund-raising for the 2000 elections. Help FACCC increase its political influence by filling out this form today, to begin contributing or to increase your contribution. Mail to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790.



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To : \_\_\_\_\_ Community College District:  
You are hereby authorized to deduct from each of my regular salary warrants the amount ABOVE in addition to my regular FACCC dues, and transmit these deductions to the Faculty Association of California Community Colleges, Inc., without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the Faculty Association of California Community Colleges, Inc.

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

# Tell the CCC Story, Increase Funding

As faculty members, we care about students and our profession. We know what works and what doesn't, and we know the constraints under which we operate.

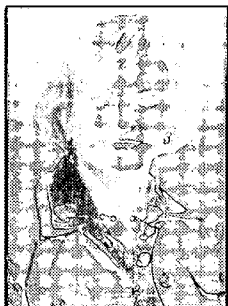
Unfortunately, the California Community Colleges don't seem to be able to get the public in general, or some appointed and elected officials in particular, to care enough about what we must, but cannot, do because we simply don't have the resources.

A recent survey shows that the public believes we have sufficient funding, programs that help people enter the workforce, classes that are about the right size, and enough campuses. In other words, we're doing our job. People at the Chancellor's Office support that with comments like, "Isn't it amazing how well we do with the dollars we get!" (Those dollars are about \$2,000 per Full Time Equivalent Student below the national average for community colleges; furthermore, 10 percent of all U.S. college students are in a California community college).

Gov. Gray Davis' first educational priority is K-12 and when he does talk about higher education, he seems to focus on the more prestigious University of California. Community colleges have some educating to do, and, like Sisyphus, our battle is uphill, our boulder missions-heavy.

Community colleges must convince the public and our own CCC Board of Governors that we can't do business as usual, never mind face new challenges, on the budget we have. We must convince the governor that next year is the year for higher education.

All higher education segments must work together to develop an integrated marketing strategy, one that tells the public that the investment they make results in a self-sufficient, taxpaying workforce. We must also reinforce our links with UC, CSU and the independent colleges—make transfer seamless, some of their remediation (a job we do



Carolyn Russell

better), participate in their recruitment efforts, increase our number of Transfer Alliance Programs, and make certain that our important role is acknowledged in the new K-University master plan. We also have to call attention to the links we have with K-12: partnering in reading programs, doing on-campus assessment and counseling, and enrolling high school students in our classes on both college and high

school campuses.

FACCC can make a stronger case for increased, stable funding when the public is aware of the key role community colleges play in the state's economy. While we recognize K-12 needs, we need a bigger share of the Proposition 98 funding split if we are to remain viable. Partnership for Excellence funds are *not* a suitable revenue replacement and protracted discussions about their use may blur the larger picture. (See p. 10 for details.) We need a guaranteed property tax backfill. We need money for hiring full-time faculty, and we need to deal with the system's overreliance on, and cavalier treatment of, part-time faculty. FACCC will continue to advocate for our system with the chancellor, the Legislature, the governor and the media.

What can you do to help FACCC's advocacy? (See a list at [www.faccc.org/members/involved.htm](http://www.faccc.org/members/involved.htm).) When the second year of the legislative session begins in January, read about FACCC-sponsored legislation at [www.faccc.org/advocacy.htm](http://www.faccc.org/advocacy.htm) and mail a letter to legislators in support of a bill. Visit or call your assemblymember or state senator. Recruit new members. Increase your FACCC-Political Action Committee contribution—we've made it easy; see the facing page.

Faculty members have given too much time, talent and love to this system to see it treading water when it should be parting seas. ❧

*Carolyn Russell is president of FACCC. She teaches English at Rio Hondo College in Whittier. E-mail her at [crussell@rh.cc.ca.us](mailto:crussell@rh.cc.ca.us).*

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# Assessing Higher Education's Challenges

by Jane Hallinger, Pasadena City College

**H**igher education faces a number of dilemmas that will play into the review of the Master Plan for Education.

The FACCC Board of Governors Policy Committee intends to study the dilemmas facing California Community College education and how they will influence the master plan review.

Continued adequate funding is the community colleges' major challenge. Population growth that will send the three higher education systems 700,000 students in the next 10 years will definitely place a strain on education resources.

The Master Plan for Higher Education in California, created in 1960, designed a system that delivered on its promise to make college and university education affordable and available to California citizens. And it has served the citizenry well for a number of decades.

The legislative review (visit [www.sen.ca.gov/masterplan](http://www.sen.ca.gov/masterplan) for details) will assess both the master plan's current effectiveness and California's future higher educational needs. While the process has just begun, it's not too early to suggest incorporating a faculty perspective on our system's anticipated educational needs during the coming decades.

While the public embraces education in principle, it ignores the erosion of funding for all public sector needs. Prisons, health care programs, education, highways, and social services all vie with one another for more funding support than is currently available.

The main dilemma will center on how to provide the student influx with the same level of education we now provide. "Tidal Wave II" will strain access, and may limit enrollment in particular programs. Students may not be able to transfer to four-year institutions unless universities are able to provide more opportunities. Colleges will increasingly rely on technology to help educate growing student populations. But they will need to use it with a total understanding of each discipline's needs in critical thinking skills, so that a solution doesn't actually frustrate educational aims.

Without a doubt, the movement toward greater accountability is also a major issue for the California Community Colleges.

The dilemmas facing California education go beyond those mentioned above. The FACCC BOG Policy Committee intends to evaluate the issues in context with the Master Plan review. The committee expects to present several short papers to initiate awareness of the issues and promote a faculty perspective on them.

We do not expect the papers to contain definitive answers to the problems higher education faces, but rather to be catalysts for a wide-ranging faculty discussion. Eventually, we expect our study and subsequent discussions to lead to FACCC policy decisions. ❧

*Jane Hallinger is a former FACCC president and is co-chair of the FACCC Board of Governors Policy Committee. She teaches English at Pasadena City College.*

*Visit [www.faccc.org/about.htm](http://www.faccc.org/about.htm) for more information on FACCC Board of Governors committees.*

## FACCC Co-sponsored Bills Signed, Vetoed

Gov. Gray Davis **SIGNED** into law these FACCC co-sponsored bills. See [www.faccc.org/advocacy.htm](http://www.faccc.org/advocacy.htm) for details.

■ **Assembly Bill 420** (Wildman-D) to increase funding and expand eligibility for part-time faculty health benefits and office hours.

■ **Senate Bill 713** (Burton-D) to establish an annual minimum retirement allowance for the poorest faculty retirees under the State Teachers' Retirement System

■ **SB 213** (Polanco) an additional \$1.050 million for 17 community college Mexican trade centers, one of Davis' priorities. Unfortunately, Davis deleted the bill's augmentations to community college student outreach programs: \$2 million each to Extended Opportunity Programs &

Services and Puente, noting that the \$145 million for Partnership for Excellence "allows each district to invest in these and other programs based on local need."

Davis **VETOED** these FACCC co-sponsored bills:

■ **AB 311** (Honda) would have added member-elected reps to the State Teachers' Retirement System board.

■ **SB 833** (Ortiz) would have included 1998 faculty retirees in the STRS benefit improvements that took effect Jan.1. In his veto message, Davis expressed concerns about costs, especially considering his signing of SB 713 (a \$1.1 billion cost that will reduce STRS' surplus to \$3.4 billion) and STRS' plan to implement a health insurance program, estimated to cost between \$500 million and \$1 billion/year.

# Step Up to the Plate: It's Your Turn at Bat

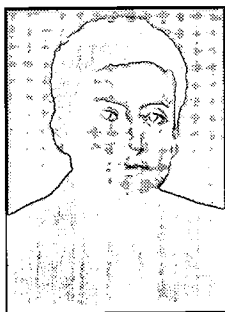
**N**ow that we've completed the World Series, please indulge me with a baseball metaphor.

By joining FACCC, you have stepped up to the plate in a meaningful way. You have sent a clear signal to the Legislature, the governor, the Community College Board of Governors and your colleagues that you believe in dynamic, focused and aggressive representation on behalf of faculty issues. You are part of a winning team; be proud of it.

Now, the FACCC Board of Governors, is asking you to give more than your money. We need your skill, your ideas, your time.

At its annual retreat in August, the FACCC Board of Governors approved a plan to develop a committee structure that would draw deep from the ranks of its membership, to allow for greater access, more meaningful analysis, and broader participation. The standing committees approved for the year are as follows (see [www.faccc.org/about.htm](http://www.faccc.org/about.htm) for more information on committees):

- **Awards and Scholarships**, to determine our annual winners in various categories
- **Communications**, to oversee all association publications
- **FACCC Political Action Committee**, to raise and disseminate money for candidates running for state political office
- **Legislative and Advocacy**, to sponsor legislation and analyze measures introduced by third parties for purposes of support, opposition or amendments
- **Membership**, to develop our strategy for recruitment and retention of FACCC members
- **Nominations, Leadership Identification and Elections**, to identify leaders of tomorrow, nominate members to committees and board elections, and develop a process for FACCC elections
- **Part-Time Faculty**, to focus on issues particular to part-time faculty
- **Policy**, to research and analyze community college and higher education policy for purposes of legislation, scholarly articles and professional development



Jonathan Lightman

□ **Professional Development**, to develop workshops and conferences for community college faculty

□ **Retirement**, to advocate the maximum possible benefit package for retired faculty

We are in the process of filling the remaining committee slots for the year, and need to know on what committees you'd like to serve.

Where can you make the best contribution to your colleagues and your association?

All names are forwarded to the Committee on Nominations, Leader-

ship Identification and Elections. If a committee is full, your name will stay on record for future consideration.

Please let us know by phone (916) 447-8555 or e-mail [faccc@aol.com](mailto:faccc@aol.com) if you would like the FACCC board to consider you for a committee.

If you are unable to serve on a committee, consider hosting a FACCC Brown Bag lunch on your campus.

Brown bag lunches are an excellent way to bring a speaker onto campus, learn about FACCC activities in Sacramento, and provide input to FACCC leaders about issues and developments on campus.

FACCC Membership Director Paul Simmons and Field Director Lyndon Thomson are eager to help you arrange a speaker on your campus to talk with you and your colleagues on an advocacy-related topic.

Our goal is a series of FACCC Brown Bag lunches across the state.

Although simple in nature, the brown bags send another meaningful signal that we are organized as a profession and are working together to advance our goals.

In the coming months, the FACCC Board of Governors and various committees will discuss more new ideas and avenues for participation. These organizing efforts and expanded opportunities for our members demonstrate a strong commitment to enhancing our role as – according to the *Sacramento News and Review* – “the best political voice for community college faculty in the state.”

The time to step up to the plate is now. We welcome your participation.

Jonathan Lightman is executive director of FACCC. E-mail him at [JLFACCC@aol.com](mailto:JLFACCC@aol.com).



# Transform Partnership for Excellence

by John R. McDowell, Jr.,  
L.A. Trade-Technical College

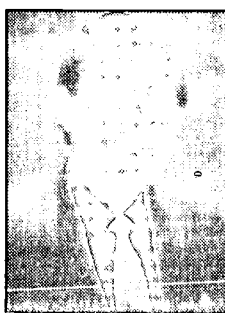
A San Andreas-like fault has opened around next year's budget for community colleges.

Budget development is underway, with Gov. Gray Davis' preliminary state budget due in January. Faculty groups have rallied behind the need to obtain funding for hiring more full-time faculty and to provide improved salaries and working conditions for part-timers. The issue: Chancellor Tom Nussbaum wants another \$155 million for the Partnership For Excellence program.

The question before FACCC and other faculty groups is "Why should we support \$155 million more in PFE funding as presently proposed?" Thus far, PFE has not increased the community colleges' share of Proposition 98 funding, nor are college administrators generally spending the money to meet faculty priorities. Such a major increase next year might also crowd out faculty priorities. Hiring more full-time faculty and providing better pay, benefits and working conditions to part-time faculty are not only matters of fairness, but will help improve educational quality and contribute to student success.

Faculty organizations are unified around a list of priorities this year, much like we were in 1988 for community college reform legislation Assembly Bill 1725. Seeking to stem the overuse of part-time faculty, FACCC-sponsored AB 1725 established a goal that full-timers teach 75 percent of community college classroom hours. Full-time faculty members hold office hours, prepare lessons, evaluate student performance, and participate in shared governance activities, as do many part-timers, but part-timers usually do so without pay.

The system's full-time faculty ratio remains stuck at 62 percent, showing no progress at all (the ratio nudged up by about 2 percent last year, largely because counselors and librarians were added to the equation). Just replacing retirees is not enough. Thus, FACCC co-sponsored legislation to improve the pay and benefits for part-timers and fund new full-time positions. But part-time pay equity was put on hold pending a study by the California Postsecondary Education Commission, and Davis vetoed \$10.6 million for full-time faculty, stating that college districts could hire new full-time positions using PFE.



The 75/25 percent goal is law, and the college system's 1999 legislative program was committed to "assure the quality of instruction by enacting a comprehensive solution to the full-time/part-time faculty issue." The chancellor even pledged his support for part-time faculty at a Capitol rally during Lobby Day.

Despite all this, Nussbaum opposed FACCC co-sponsored Assembly Bill 420 (Scott Wildman-D) and did not support FACCC co-sponsored Senate Bill 921 (John Vasconcellos-D), which would have provided funding for 2,000 full-time faculty positions within five years. Rather than bring us together to work for a stronger faculty, Nussbaum's single focus seems to be Partnership For Excellence.

The system's leader needs to make every effort to translate the system's goals into reality. Yet, even after AB 420 was substantially amended to allay opposing interest groups' concerns, the faculty representatives on the California Community College Board of Governors got no support in September when they tried to convince the board to change its position on AB 420 from neutral to support. Despite his eventual support for the bill, Nussbaum failed to muster a single "yes" vote beyond the two faculty representatives. One has to question whether the chancellor is leading the board or following. He might want to think twice before catering to what remains of former Gov. Pete Wilson's board, with five vacancies now and two more vacancies expected in January.

Why does the Chancellor want another \$155 million for Partnership for Excellence next year without requiring college districts to spend any of the money on faculty? Sadly, the chancellor is resisting the very reforms that will actually improve student success, namely hiring more full-time faculty and improving part-timer pay and working conditions.

Some college CEOs aren't hiring new faculty with PFE money, claiming that the funding is not permanent. *That is not true, since the first three years of PFE money are in both the system and districts' base.* Funding after the program's first three years may depend on the system meeting its goals, goals that are jeopardized by inadequate funding and lack of a specific mandate to hire new full-time faculty.

Chronic underfunding contributes to the overuse and low pay of part-timers, but PFE has *not* improved community college funding overall. In fact, since PFE has been in place, the community college share of the Prop 98 split with





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*Academic Senate President Linda Collins, above right, and FACCC President Carolyn Russell discussed Partnership for Excellence at the Oct. 8 FACCC/Academic Senate state budget workshop.*

K-12 has hovered around 10.3 percent. If we could achieve the 11 percent share, the community colleges would have an additional \$210 million (each 0.1 percent equals about \$30 million).

Though PFE has not increased overall funding, the chancellor created it with the promise of greater “accountability,” something that Davis is also promoting. Community colleges must increase rates of student transfers to four-year colleges, certificates and degrees, course completion, etc. This accountability is required of faculty members and

staff who have little say in how to spend the money. Can we really improve student success by merely adding \$300 million? Perhaps, if that were new funding, but as the Academic Senate’s Linda Collins pointed out in 1998: “It is not really ‘new’ money. It’s Proposition 98 money, much of it redirected from other system priorities.”

But now, with a reduced share of Prop 98 funding, meeting PFE goals becomes a burden placed squarely on faculty’s shoulders.

Increasing our share of Prop 98 funding would be one way to obtain new money, but the Chancellor’s Office wants to abandon that fight. In Sacramento, the Consultation Council and the CCC Board of Governors have devolved into sessions where faculty concerns are downplayed, even ignored. Somehow management has come to believe that faculty organizations should not fight for faculty interests. But the faculty leaders in Sacramento are too dedicated, too determined and too savvy to let anyone back us away from our priorities.

As for the 2000 community college budget, we need to come together around a common agenda. But until such time as we see some real movement from the Chancellor’s Office on faculty issues, I’m investing my money in a new Richter Scale, because the budget battle in the Capitol next spring could be off the scale. *JD*

*John R. McDowell, Jr. is vice president of FACCC and chair of the FACCC BOG Legislative and Advocacy Committee. He heads the labor studies center at L.A. Trade-Technical College.*

## Faculty Speaks Out on PFE Funding

The following are excerpts from Question of the Month at [www.faccc.org](http://www.faccc.org), answering the October question, “Does Partnership for Excellence foster accountability?”

- “Partnership for Excellence is not a program about accountability: It is a program about money and appearances. We get the money, so long as we make sure the politicians can avoid the appearance of failure in the education system. This is a program which brings added pressure to inflate grades and deflate course content...”—George Drake
- “At Santa Ana College it does because, the Academic Senate has approved the method of disbursement of PFE funds...We are focusing on faculty-conceived projects that are directly tied to the outcomes and not rolling funds into ongoing or to the general fund.”—Rick Manzano
- “The term ‘accountability’ is ubiquitous in discussion of education reform. What most people mean by it is that they want to be sure their tax money for education is being spent wisely, not being wasted. Many members of the public complain that schools spend too much money on administration and not enough in the classroom. Any teacher would agree...Has accountability made a difference? I doubt it very much—but thanks for the money!”—Lee Hancock
- “It certainly does not. Without specific restrictions, PFE funds simply become ‘extra’ money to support favored programs and private agendas. I strongly suspect that if an audit were to be conducted (a real audit, not merely a report generated by colleges), highly creative and extraordinary expenditures and allocations would be discovered. Please remember, ‘the key to every happiness rests with imaginative rationalization.’”—John Britto
- “Accountability to whom? Does faculty have a real voice in determination of what these funds are used for? Who is to be accountable for their use and to whom will they be accountable?”—Steve Stocking



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The 2000 California Community Colleges  
Job Fairs are for faculty and administrative  
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## How One Study Group Works:

## Talking About Teaching

by Mark Maier, Glendale Community College

Parker Palmer describes the isolation of teaching in his book *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*:

"When we walk into our workplace, the classroom, we close the door on our colleagues. When we emerge, we rarely talk about what happened or what needs to happen next, for we have no shared experience to talk about."

During most of my 20 years teaching college economics, I almost never talked about teaching with my peers.

Cafeteria talk focused on how students are bad and getting worse. Nowhere could I share my uncertainties about how best to help students learn.

For the past six years, a study group with colleagues at Glendale Community College has helped overcome my feeling of isolation so that, in mid-career, I enter the classroom with a new sense of purpose. The goals of our group are modest: we meet several times a semester for an hour or two; our group includes teachers from a variety of disciplines and fluctuates in numbers as part-timers moved to full-time positions elsewhere. Two attributes have kept the group going beyond the usually short life of most study groups.

First, all of us found that the lecture-discussion instruction mode by itself did not effectively challenge students. As an alternative, we began to use a pedagogical technique called cooperative learning, a structured approach for using small groups in class that we adapted to our varied subject areas and teaching styles. Such an ongoing commitment to one school of thought surprised several of us who consider ourselves independent thinkers, usually resistant to anything that purports to provide "the answer" to good teaching. For those interested finding out more about cooperative learning, I list useful sources below. Briefly, cooperative learning experts recommend that group size be no more than four students, preferably heterogeneous in makeup (no friends working together), and that tasks be carefully proscribed so that each student contributes to a definite final product. Based on these simple guidelines,

hundreds of efficient in-class group work structures are available in the cooperative learning literature.

A second reason for the success of our study group is our format for sharing ideas that has kept the meetings lively and of immediate help in our teaching. Our best meetings occur when we take turns sharing something that took place in our class that week. Repeatedly the group's discussion revealed tremendous interest in what the presenter considered a minor innovation.

For example, one colleague described folders, one for each small group in which individuals placed their work, signing off for completed assignments. Suddenly I had the answer to the piles of papers generated each day by group work that I wanted to give students credit for completing. Now I have folders in every class in which students keep track of their own ungraded in-class work as well as copies of handouts for absent students.

We also share our frustrations, for example students who dominate discussion. The study group encouraged me to be frank with students about classroom dynamics, an openness that does not come naturally to me. I realized that I am reluctant to talk with students about what happens in class in just the same way that I rarely discussed such matters with

my colleagues.

At times, we've assigned ourselves readings that speak to our experience as community college instructors. These discussions are moderately successful, perhaps because assigned reading reminds us too much of our own schooling in which we worried about not being as well prepared as our fellow students. The most helpful group discussions occur when we put aside the formal apparatus of study, and share our feelings about the classroom experience. Unlike most cafeteria discussions, we focus on ourselves, not the students, asking, "When do we feel effective?" "When do we feel ineffective?"

Particularly refreshing for me has been the shared realization that teaching always will be a challenge. In our study group we let each other know that we are not alone in

*continued on next page*

**During most of my 20 years teaching college economics, I almost never talked about teaching with my peers.**

*continued from previous page*

our feelings of frustration and success. This affirms my own experience that I can never master the craft of teaching and, as a result, my career will continue to be interesting because I can never finish learning about teaching. I wonder how other colleagues have solved the problem of isolation on college campuses. ❧

*Mark Maier teaches economics at Glendale Community College. He is the author of Economics Live: Learning Economics the Collaborative Way and The Data Game: Controversies in Social Science Statistics. He has been a FACCC member since 1994.*

FACCCTS wants to publish your teaching tips. Please limit your item to 200 words or less. Send your tip along with your name, discipline, college, e-mail and daytime phone, to Katherine Martinez, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. Or e-mail [faccc@aol.com](mailto:faccc@aol.com) with the subject "Teaching Tip."

#### Sources we've found helpful on cooperative learning:

- Spencer Kagan. *Cooperative Learning* (San Juan Capistrano, CA: Kagan Cooperative, 1997)
- David W. Johnson, Roger T. Johnson and Karl A. Smith. *Active Learning: Cooperation in the College Classroom* (Edina, MN: Interaction Books 1991)
- Barbara J. Millis and Philip G. Cottell. *Cooperative Learning for Higher Education Faculty*. (Phoenix, AZ: American Council on Education and Oryx Press, 1998.)
- *Cooperative Learning and College Teaching*, The Network for Cooperative Learning in Higher Education, CSU Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747

#### Sources on teaching that have contributed to helpful study group discussions:

- M.F. Belenky et al *Women's Ways of Knowing*, (New York: Basic Books, 1997)
- Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: Jossey-Bass, 1998)
- William G. Perry, "Cognitive and Ethical Growth" in W.A. Chickering, *The Modern American College* (San Francisco: Jossey-Bass, 1981)
- Jane Tompkins, "Pedagogy of the Distressed," *College English* 52:6 (October 1990)

## www.faccc.org Visitors Guide

Highlights from FACCC's Web site. Broadcasting 24 hours.

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Need another way to convince your colleagues to join FACCC? See FACCC's legislative accomplishments: [www.faccc.org/advocacy/facccwin.htm](http://www.faccc.org/advocacy/facccwin.htm)

## Parsons Named Outstanding Faculty

The Association of Community College Trustees named FACC member Sue Parsons of Cerritos College "Outstanding Community College Faculty Member of the Year."

Parsons was selected from a pool of finalists from community colleges throughout the U.S. She planned to travel to Atlanta, Ga. in October to receive her award at ACCT's national convention. The association also named Parsons its Pacific Region Faculty Member of the Year last summer.

Parsons developed an Achievement in Mathematics program of four sequential math courses that pairs a faculty member and a counselor. She also wrote and co-directed a three-year Eisenhower Grant in mathematics and science for 55 elementary schools around Cerritos College.

## Faculty Gather at SMC

About 35 faculty members discussed part-time faculty issues and the state budget during an Oct. 7 FACC Brown Bag lunch at Santa Monica College.

FACC President Carolyn Russell and Executive Director Jonathan Lightman gave an overview of how the 1999-2000 state budget affects community colleges, and an update on FACC co-sponsored Assembly Bill 420 (Wildman-D). AB 420, which Gov. Gray Davis signed into law on Oct. 8, increases funding and expands eligibility for the part-time faculty health insurance program, enhances the office hours program, and requires a study on part-time faculty salaries and working conditions.

Among the Santa Monica faculty who attended were FACC Gover-

nor-at-Large Fran Chandler, Janet Kretschmer and Gloria Heller. FACC Field Director Lyndon Thomson held a drawing for 10 FACC mugs.

Brown Bag lunches are an informal way for faculty, legislators and education reporters to discuss community college issues. If you're interested in hosting a Brown Bag lunch on your campus, contact Lyndon Thomson at (916) 447-8555. See [www.facc.org/members/oncampus.htm](http://www.facc.org/members/oncampus.htm) for a list of upcoming events.

## Higher Ed Statistics

In the *Chronicle of Higher Education* 1999-2000 Almanac Issue, published Aug. 27, California's section includes a summary of Gov. Gray Davis' first months in office, his education proposals, budget increases for higher education, CSUS year-round classes, CSUS' "Cornerstones" policy to improve undergraduate education, and the UC Digital Library.

Also mentioned is the controversial proposal to have the University of California admit the top 4 percent of high school graduates, rather than relying on high school grades and S.A.T. scores: "...Some UC regents feared the plan was a backhanded attempt to achieve affirmative action results without the policy. Others worried that some students admitted by class rank would come from schools that lacked strong college-prep curricula. By March 1999, however, university officials and Governor Davis had done enough reassuring on both counts that the regents passed the 4 percent policy, scheduled to go into effect in 2001."

## Librarians' Conference

The 28th National LOEX Conference, May 19-20 in Ypsilanti, Michigan, will focus on first-year students, and how instruction

librarians can successfully introduce them to the services and resources in academic libraries.

Conference registration for "First Impressions, Lasting Impact: Introducing the First-Year Student to the Academic Library" begins Feb. 15. Visit the conference home page at [www.emich.edu/~lshirato/index.html](http://www.emich.edu/~lshirato/index.html) or write to LOEX Clearinghouse for Library Instruction, 115 Halle Library, Eastern Michigan University, Ypsilanti, MI 48197.

## CalPERS Fund Grows

The California Public Employees' Retirement System pension fund earned a 12.5 percent return on investments during the fiscal year ending June 30. The fund's performance was in the top 25 percent of public pension funds with at least \$1 billion in assets, and was the fifth consecutive year of double-digit returns. Funds grew by about \$15 billion during the 12-month period, closing the fiscal year with a total fund value of \$159.1 billion. For more information on CalPERS, visit [www.calpers.ca.gov](http://www.calpers.ca.gov).

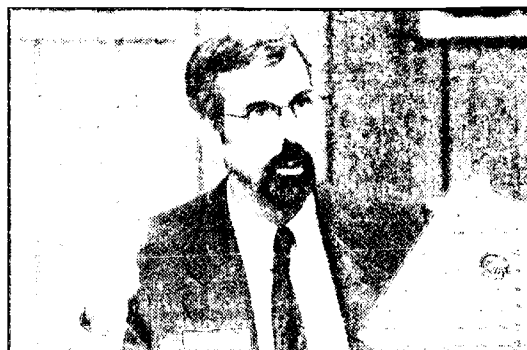
## Internet's 17K Courses

As online learning becomes increasingly popular, Canada is working to gain its share of the market. About 17,000 courses are currently available over the Internet, and about 2,700 of these are offered by Canadian schools, according to the Sept. 6 *Maclean's*.

International Data estimates that in the U.S. about 2.2 million people will be registered for online courses by 2002. Experts say Canada must move quickly into the online market or it will lose out to other countries. Canada now has three leading universities that specialize in online offerings, including Alberta's

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Katherine Martinez/FACCCTS

*FACCC President Carolyn Russell, left, and Gary Cook, administrator of the fiscal and business services unit for the Chancellor's Office, above, discussed the state budget and Partnership for Excellence during the Oct. 8 FACCC/Academic Senate budget workshop in Oakland. About 30 faculty members attended.*

universities that specialize in online offerings, including Alberta's Athabasca University, British Columbia's Open University, and Tele-Universite du Quebec. In addition, online learning in Canada will gain from this fall's launch of Canadian Learning Television, which will provide programming connected to Canadian online courses. Like the U.S., Canada is increasingly linking its universities and colleges to corporate interests. This trend alarms teachers who believe that commercial interests will result in a need to reduce costs and increase profits, which in turn will lead to a loss of teaching jobs.

## Quiet Start for Virtual U

The Western Governors University has been offering online classes for a year and some say it is off to a disappointing start, according to an Aug. 21 *Associated Press* story.

Although Utah Gov. Mike Leavitt estimated that thousands of students would be taking courses from WGU within a few years, only about 120 students are now enrolled. (California chose not to participate.) WGU offers courses from 39 higher-learning institutions with the aim of

providing courses for rural citizens as well as training for employees in technical fields. WGU President Robert Mendenhall believes thousands of students have used the online school's course catalog, but have then dealt through the university offering the course rather than with WGU in order to avoid WGU's \$30 processing fee. As a result, WGU has eliminated the fee and will instead collect 30 percent of the tuition from students that sign up through WGU as part of a deal with participating universities. WGU needs 3,000 students enrolled in its degree programs to break even, and should reach this goal within three years, Mendenhall says.

## Report on Info Literacy

The U.S. Department of Education has released the report, "Understanding Information Literacy."

The report emphasizes why we should be concerned about information literacy, the implications for teaching, learning, schools, libraries, the workplace, society and culture.

Copies are available for \$1.50 from New Orders, Superintendent of Documents, PO Box 371954,

Pittsburg, PA 15250-7954. The stock number is 065-000-01239-1. Or call toll free (877) 433-7827. For more information about the report, e-mail [barbara\\_humes@ed.gov](mailto:barbara_humes@ed.gov).

## Call for Teaching Tips

FACCCTS would like to publish your teaching tip of 200 words or less.

Send it along with your name, discipline and college to Katherine Martinez, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. Or e-mail [facc@aol.com](mailto:facc@aol.com) with the subject "Teaching Tip."

## For The Record

New FACCC member Wendy Orcajo's college was incorrectly listed on page 26 of the September issue. She is a faculty member at Mt. San Jacinto College.

Accuracy is one of FACCCTS' priorities. It is FACCCTS' policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez at (916) 447-8555, [k7martinez@aol.com](mailto:k7martinez@aol.com).

# Transition to Trustee: A Faculty View

by Mona Field,  
Glendale  
Community College

After 25 years of teaching and nearly as many years of extracurricular faculty leadership in my union as well as FACCC, I finally realized I was at a crossroads.

I had spent years participating in meetings dealing with community college decision-making: shared governance issues, grievances, evaluations, tenure, curriculum, affirmative action, student success, mentoring, hiring—I had learned so much more than what I needed to teach my discipline. And I was stretching the limits of how long one person should serve as union president.

I did not want to return to the classroom full-time and “waste” all the skills and knowledge I had attained. Of course, there are ways to pass on those skills to the next generation of community college leaders. I have done my best to bring in talented future leaders and to encourage their development. But with 10 years to go before retirement, how could I maximize my contribution to community college education?

As I looked around at my options, it became clear that one of the best possible ways to contribute to education and to my community was to run for trustee of the Los Angeles Community College District. I have lived all my life in the district, attended and taught at several of the nine colleges, watched the district suffer terrible morale problems, enrollment declines and fiscal miseries (many of which are already changing for the better). Why not see if years of community college involvement might be useful in helping the district continue to improve?

Unlike many of the smaller districts in our state, L.A.’s board of trustee race is not a low-key, low-budget event. Because the trustee positions are viewed as stepping stones



Los Angeles Times Photo/Kyle Green

*Political science instructor Mona Field and her younger daughter, Nadine Levyfield, 9, above, are pictured in Glendale Community Colleges’ new San Gabriel building in late June. Field was elected to the L.A. Community College District Board of Trustees. Her other daughter is Tania Verafield, 17.*

(Jerry Brown, Kathleen Brown, and Assemblyman Wally Knox are some of the “alumni”), people get involved in the elections for reasons other than commitment to community college education. Due to the district’s vast size, with 1.5 million voters, the campaigns cost a fortune. This is not a race for the timid.

With the support of colleagues from the Los Angeles Guild (American Federation of Teachers 1521), I worked through the endorsement process (I was not a “slam dunk” candidate, but had to win over many faculty members and staff) and eventually got the guild’s official endorsement. In addition to its financial and moral support, the guild told me to raise a minimum of \$50,000 from my friends and family, and I was hooked up with a successful campaign consultant.

This was big-time politics, complete with television debates (although the incumbent trustee I challenged refused to appear), direct mail to voters at the cost of tens of thousands of dollars, speeches at community organizations, visits to the colleges to elicit grassroots employee support, and endless fund raising. My campaign alone held four parties to raise money, each featuring a “star” to attract

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people. I am deeply grateful to my political stars who offered their time: City Councilwoman Jackie Goldberg, Assemblyman Scott Wildman and Sen. Adam Schiff.

To make the long story short, I won the election by nearly 60 percent over the incumbent's 40 percent. During the nearly six months of the campaign, I insisted that I had no personal animosity for the incumbent but rather believed that after 12 years in office, it was time for new blood. Despite my non-attack campaign, just a few days before the June runoff (I had taken 42 percent of the votes in the primary, but still had to win more than 50 percent to take office), voters received a typical "attack" piece which labeled me as a union-loving, tax-gobbling cheater who was using public dollars to campaign. My children were furious. I was amused and even flattered: never in my life had anyone spent \$50,000 all at once on me!

The nasty attack backfired. On June 8, my election and that of Sylvia Scott-Hayes, a California State University, Los Angeles educator who also had guild support, completed the board of trustee transition: the guild had successfully elected three brand-new trustees (plus helped elect another candidate who had been a board appointee).

We had made many promises during the campaign: to improve morale, to work as a team, to seek Sacramento support for the district, to improve the budget, to be accessible. Now was our opportunity to prove ourselves.

The conflicting interests that operate in any college district immediately began to seek out the new trustees. In L.A., faculty and their guild are perceived as the big power players while all other employees, including administrators, feel like second-class citizens. I had tried during the campaign to assure all employees that I believe in our equal value as community college educators. Now I had a chance to show that just because I am a faculty member, I would not always put faculty first but rather take each situation on its merits.

In being a trustee, I found that the work is very similar to what I have been doing all these years: our meetings involve the familiar issues of employee rights, discipline, grievances, shared governance, affirmative action, tenure, hiring, mentoring, etc. I had no problem having opinions on these issues brought to the trustees. My philosophy has remained the same: I try to judge every issue on its merits, remembering that the guiding bottom-line is "does this serve students?" I have apparently surprised numerous people, especially administrators, who thought I would take the "union line" on everything. The union has its role and the district has its function. Sometimes the two conflict. I

know which hat I am wearing, and I think my union friends will continue to be my friends even when we disagree.

One of my first painful votes as a trustee was about an issue and a person. The issue was how much money should be spent on consulting fees to a lobbyist and general advisor. The money part was tough enough, but the person part was hardest of all. My longtime friend and mentor, former FACCC Executive Director Patrick McCallum, is the L.A. district's lobbyist and advisor. In one year of service to the district, he has helped make some major positive changes and he has the faculty guild's strong support. But when the motion came to raise his salary due to additional unforeseen duties, several new trustees felt they did not have adequate information. I knew that Patrick was worth every cent, but felt an obligation to defer the decision for a month so we could share the information with my colleagues. In a split second, after weighing friendship versus collegiality, I voted for the one-month delay. I had no idea that this one vote would be viewed as a symbol of my "independence" from the faculty guild and a sign of support for the other employees. I also did not realize that this vote would peg me as "unreliable" in the eyes of the longtime trustees who expected the guild's endorsed candidates to vote predictably. In other words, I learned a lot just from one vote!

Despite years of teaching political science, the actual experience of being an elected official with the responsibility to the public, to campaign supporters, to friends, and to one's own conscience is much more intense than any textbook can convey. Nonetheless, having taught the concepts for years, I at least had an inkling of what this might be like.

I recommend this process and experience to anyone who has the slightest interest in supporting public education through being an elected decision-maker. Unlike the L.A. situation, in many smaller districts the costs and the political games that are inevitable in L.A. won't exist. A candidate with years of community involvement and a credible message can win without heavy fund raising and being subjected to "hit pieces" by opponents. Who better to serve as trustee than a community college professor with some campus leadership experience? What if a whole bunch of FACCC leaders became trustees around the state?

Wouldn't that be something? ❧

*Mona Field, a political science instructor at Glendale Community College, is a trustee of the Los Angeles Community College District and a former FACCC governor-at-large. She has been a FACCC member since 1986. A version of this essay appeared in the California Federation of Teachers' Perspective.*

# Membership

## Recruit a Member, Increase Faculty's Voice

The third year of Member-Get-A-Member is off to a strong start. With the help of the sponsors below, word of FACCC is spreading.

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Need tips on recruiting? See [www.faccc.org/mgm.htm](http://www.faccc.org/mgm.htm). Also, visit [www.faccc.org/about.htm](http://www.faccc.org/about.htm) for a list of FACCC victories for faculty.

See [www.faccc.org/mgm.htm](http://www.faccc.org/mgm.htm) for a list of gifts you'll receive for recruiting new members. For recruiting only three full-time members, you'll receive a tote bag, or a FACCC mousepad featuring David Lobenberg's beautiful watercolor, which graces this issue's cover.

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### Clo Hampton Recruits 20,000th Member

Clo Hampton of West Valley College won a \$200 amazon.com gift certificate for recruiting the 20,000th member of FACCC's history, Erlinda Estrada of Mission College. Erlinda also received a \$200 amazon.com gift certificate. Congratulations!

If you have any questions about Member-Get-A-Member, or would like extra membership cards, nonmember lists for your college, and other materials, contact Field Director Lyndon Marie Thomson at (916) 447-8555 or [LyndonMT@aol.com](mailto:LyndonMT@aol.com).

If you see new members in the halls, say "hi" and let them know they're making a difference for their profession. See a list of new members on your campus at [www.faccc.org/members/newlist.htm](http://www.faccc.org/members/newlist.htm).



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# Menegas Injects Faculty Reality in BOG

Irene Menegas had two goals in mind last December when she joined the California Community College Board of Governors as a faculty representative.

"I wanted to see how things work at the top level," Menegas said in an October phone interview with *FACCTTS*, "and I wanted to inject a little reality into board discussions."

By "reality," the Diablo Valley College English instructor means faculty concerns and insights, not just of college funding hardships, but of student and program needs, as well as the experiences of teaching the "nontraditional" population. Menegas has spent her 15-year community college teaching career with such students.

"My concern is more global in that 'how well are we serving these students?'" said Menegas, a former community college reentry student.

"There seems to be an over-arching concern of not stepping on the toes of local districts," Menegas said. "I think we can be a coherent system, without over-centralization."

Menegas wants to eliminate as many barriers as possible for students. "Students may feel 'I don't belong here,'" she explained. "That was the problem with [Proposition] 209, it made people feel unwelcome. EOPS and Puente encourage students, these programs reduce some of the barriers. It's a way of saying 'you do belong.'"

Gov. Gray Davis vetoed FACCC co-sponsored legislation that would have given an extra \$2 million each to Extended Opportunity Programs & Services and Puente, saying that Partnership For Excellence can help fund them.

"It's a question for [Chancellor] Tom Nussbaum: let's find out how much of the Partnership For Excellence money is going to augment the budget of EOPS and Puente."

"I think we have inadequate leadership on PFE," Menegas said, "and I'm hoping the board will exert some leadership and articulate some expectations for the use of these funds."

Menegas was appointed to fill a vacancy, and her term expired in January. If reappointed, she'd like to take a more active role, and increase communication between board members. Otherwise, she'll return to full-time teaching.

Despite the challenges, Menegas said serving on the board is a tremendous honor and learning experience.



"I've learned about the overwhelming pressure on the board and the Chancellor's Office to maintain the autonomy of the local districts," she said. "I've learned how seriously divided the CCC system is by constituency groups...I think we're eating ourselves alive."

What's the solution?

"I think we need to continue working at a renewed commitment at all levels," Menegas said, "to collegiality, collegial governance, and to

serving the needs of the students of California."

Menegas said one frustration is that some board members aren't interested in the faculty perspective, which became clear during the board's September meeting. The other faculty representative, Patricia Siever of Los Angeles Pierce College, made a motion for the board to change its position from "neutral" to "support" on FACCC co-sponsored Assembly Bill 420. The bill, now law, expands funding and eligibility for part-time faculty health benefits and office hours. Only Siever and Menegas voted "yes."

"I don't think the board in any way looked like or sounded like they were even listening," Menegas said. "To me that is the worst behavior of any board, any place, any situation, to look like 'no matter what you say my mind is made up.'"

"And I think again, the argument was, 'we can't tie the hands of the local districts.'"

"I was shocked and disappointed at the constant chastising of faculty," she said. "It was mentioned many times that they went outside of Consultation...They have a *right* to go to the Legislature," Menegas said emphatically. "The issue of part-time faculty not being treated fairly did not start six months ago."

Menegas also minces no words when discussing her opinion that as public officials, board members are obligated to state their opinions: "We were told at the last [meeting] that board members get three minutes to speak. I almost fell off my chair."

It's Menegas first time on a board, but she has had a distinguished career, having served in numerous local and state leadership positions. She was Diablo Valley College Faculty Senate president from 1989-1991, and served on the state Academic Senate executive committee from 1989-1991. And she has been a FACCC member since 1984.

"I believe there needs to be somebody who is lobbying for community college faculty, exclusively, across all differences," she said. "I think there's a real need for FACCC." ❧

# Siever Commands Attention at State Level

Patricia Siever's passion for community colleges quickly bubbles to the surface of a conversation about her role on the CCC Board of Governors.

"For me, it's really an honor...It's the pinnacle of any faculty member's life to be at the state decision-making level for all 106 community colleges," Siever said during an October phone interview with *FACCCTS*.

"Deep in my heart I know we have the best faculty in the United States," she said. "The California Community Colleges can become the example for other states...especially when our basic goal is to help the students."

Siever has served as a faculty rep on the board for 2½ years. Like Irene Menegas of Diablo Valley College, the other faculty representative on the board, Siever considers it her responsibility to share the faculty perspective with other board members.

"I think there are some board members who could be more empathetic to what they're supposed to be doing for our system," Siever said, "and that is to hear the faculty, to hear the students. We are equal in the system, we're not second-class citizens."

Siever, a history professor at Los Angeles Pierce College since 1989, has been a faculty member in the district for 22 years. She has been an Academic Senate president at the local and district levels, as well as vice president of the state Academic Senate. She is a former president of the California Association of Community Colleges and served on the task force that developed the 1988 college reform legislation Assembly Bill 1725.

She thinks her extensive experience on boards has helped her with her current role. But her tenure has not been without challenges.

At the September meeting, Siever made a motion for the board to change its position from "neutral" to "support" on FACCC co-sponsored Assembly Bill 420 to expand funding and eligibility for part-time faculty health benefits and office hours. Only Siever and Menegas voted "yes."

"I was shocked at the vote," Siever said. "I just couldn't see the reason for not voting to support [AB 420]."

"You have to support the faculty," Siever said. "I was extremely upset... I think it was a slap in the face to the part-timers, and it was a slap in the face to me."



Siever said she planned to talk with the board members about the issue. She thinks the motion failed partly because board meetings are limited to a half-day.

"We should continue until we fully discuss the issues," she said. "We have one board member who says 'you shouldn't ask so many questions.' I refuse to vote on anything that I don't fully understand."

There have been other challenges. When Vista College wanted to deannex from the Peralta district, Siever was one of the lone votes in supporting the faculty's position against the proposal, partly to preserve the district's diversity. Then there was common course numbering. "We all want that, a seamless transfer for students...but for faculty it's a bigger issue, it takes a lot of work. It doesn't happen overnight."

She says one of her accomplishments was regarding a budget change proposal for \$565,000 for "district participation and consultation" which meant the chancellor would invite experts from the college districts to provide information on certain issues. But Siever thought the proposal was in conflict with the consultation process. She asked about the Consultation Council's position; it was opposed.

"I said, 'I think this is premature, I think the money can be used for common course numbering,'" Siever said. "I was able to convince the board, and they voted against it."

Siever's term ends Jan. 15, but she said there is a possibility Gov. Gray Davis may reappoint her. She'd welcome it, she said, "because there is so much to do."

A couple of her ideas include having the education policies committee chair, rather than the chancellor's staff, set the committee agenda with faculty and others involved in academic and professional matters. She'd also like to see more communication between that committee and the Academic Senate.

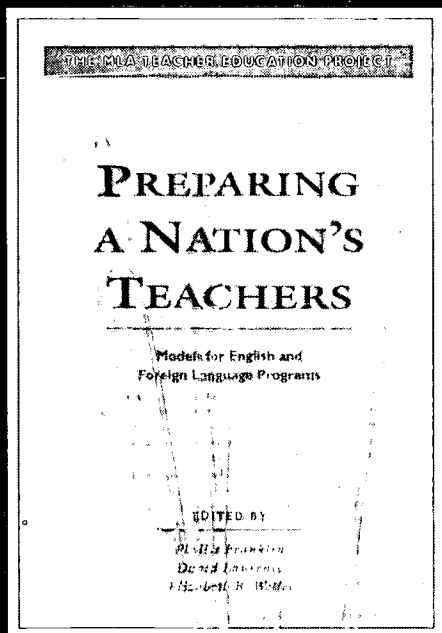
"The faculty has to be more of the guiding light of education policies," Siever said.

She'd also like to recommend more committee meetings so that the public and faculty have more chances to flesh out ideas and raise concerns.

Siever remains undaunted in overcoming challenges and helping chart the community colleges' future.

"We're the best community college system in the world, that's what I'd like to hear somebody say. I'm optimistic we just need to hear innovative ideas." ■

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# The U. as Business Center: A Fallacy

by Emily Strauss

**M**any of our chancellors are fond of equating their institutions with the business model, but I've found that the California Community Colleges fall laughably short of industry self-appraisal and personal goal-setting expectations.

Allow me to explain. Almost every quarter for eight years, I taught advanced English to Silicon Valley foreign nationals at the University of California, Santa Cruz Extension. Many of these students were in prominent, high technology companies, usually as engineers or computer software or hardware professionals. They had been in the U.S. for some time and spoke quite fluently; however, their writing still had numerous faults, which they sought to remedy in my class.

For practice, I urged my students to bring me writing samples from their offices, completely confidentially of course, so that I could edit and critique their grammatical errors. As a result, I received various technical and business documents, most of which I couldn't make much sense of. The annual performance appraisals were very interesting reading, and usually gave me pause to consider the nature of performance reviews in my field of education. Actually, after reading them, I wondered how our chancellors can equate their institutions with the business model.

I learned a lot about the high-tech industry expectations of its employees. Many companies require an annual evaluation, which includes a self-appraisal. This document is written on a standardized fill-in-the-blank form, which asks the employees to rate their own job performances. The form asks them about their accomplishments, increased skills, major challenges, goals for the coming year, and methods to achieve them. Interestingly, I noticed that employees seem almost obliged to write, in the area about goals for the next year, that they plan to acquire the skill set necessary to get promoted to the next higher position, which they will obtain through various training programs, courses and workshops. I have the impression that if they don't say this, their superiors will assume they have no ambition, no drive, no abilities, and thus little chance of staying in the company. That means a good employee should desire to be promoted to the next higher position within a reasonable time.

**Teachers don't have to appraise themselves once they finish the tenure process.**

Let's contrast this with our educational reality. First, there really is no higher position for a teacher to aspire to. A dean, provost, or vice-chancellor is a completely different position. Teachers don't get "promoted" to one of them. In fact, teachers don't get promoted to anything, unless their department is organized with faculty serving as chairs. I guess they could aspire to a higher position on the salary schedule, and perhaps even a lateral move to the next higher column. That would require additional graduate units or a new degree, probably a doctorate, which could take several years. But that's not quite the same kind of promotion as occurs in industry, and is not really expected, or required.

Second, teachers don't have to appraise themselves once they finish the tenure process. They are not gaining new skill sets annually that they must report on. They are not competing for higher positions with younger, more aggressive colleagues who might overtake them. Luckily for teachers, once they obtain tenure, they are safe in their positions and have nothing to fear from younger faculty. There is no urgency to improve. Teachers don't have to report that they are intent on leaping to the next position within a year or risk looking inadequate. Maybe that's a blessing. Maybe

that allows teachers to relax and become good at what they do without always watching their tails. But it's certainly not the industry model.

No, education is far different from the industry model. We are not forced to be as aggressive in upgrading our positions as corporate workers. We don't have to constantly watch our backs. Instead, we have tenure, a concept that many outside our field neither understand nor approve of. Of course, there's nothing for us to advance to either, nor do we receive anywhere near the same salaries for our professional work, in contrast to the corporate world. In fact, you almost never hear a teacher saying that he intends to move to a higher position within the next year.

You almost never see teachers improving themselves as diligently as corporate workers, either. It's not required.

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by John F. McFarland, Sierra College

Suppose we begin with the obvious: the future does not exist. This is not to deny that one day there will be a world much different from our own, but it is to insist that we do not *now* know its characteristics. Commentators on an as-yet-unrealized world can do no more than weigh probabilities and speak in the subjunctive. Arguments that assume conditions not yet in existence are guesses.

This inconvenient fact does not sate our thirst for certainty about what is to be, so an augural profession has appeared amongst us, calling themselves "futurists." They offer affordably vendible clairvoyance, and among the credulous they walk with the gods.

Some of their predictions (given the odds) prove accurate; others don't miss by much. But most futures simply don't happen. The Shah's regime did not survive in the late 1970s, nor the Soviet Union a decade later, despite expert prognoses to the contrary from the CIA. A vast plague did not cull the human race in 1975 (Paul Erlich), nor did nuclear warfare annihilate it (Bertrand Russell.) The high unemployment figures of the 1980s did not remain permanent (Ross Perot), nor did commodity prices soar (Erlich again).

Small-scale futures are no easier to read and planners in the community colleges are prone to comparing their craft to driving golf balls into a fog bank. Some have success with the near future but most will agree that descriptions of conditions on campuses a decade from now are testimonies of faith, not analyses of evidence.

Futurists, however, market a vision of tomorrow and among those listening are people whose educational background should dissuade them from doing so. College administrators can be mesmerized by bravura narratives tailored to them. Predictions of fiscal upheaval and violent departures—of dark forces conquered by heroic bureaucrats—play especially well. They are what Karl Jaspers called "life-sustaining lies."

Sooth be said, certain adrenalized specters can enchant educational honchos. Perhaps it is because they bathe so regularly in roiling seas of adversity; perhaps, more mundanely, because the threat of massive change empowers



those in charge. Certainly it helps that the faculty has already asserted domain over knowledge of the past and present, leaving the satrapy what is left. The result in any event is disconcerting. Futurists of every fancy are extending an imperial reach into the development of educational policy.

Modern day oracles know, of course, that they will not be heard, even by ed management, unless their occult enterprise can be taken as a science. Hence they depict their imagined

tomorrows as simple projections of the world that is. Successful futurism is fourth-dimensional presentism.

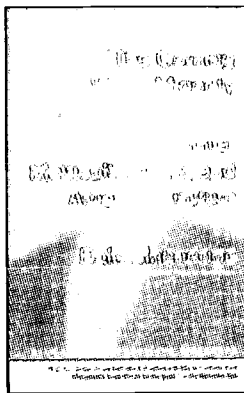
Futurists have always relied on this simple decoder ring. It was presentism that led Sir John Lubbock to enthuse in 1865, "The most sanguine hopes for the future are justified by the whole experience of the past." From that he could assert, "It is surely unreasonable to suppose that a process which has been going on for centuries should have suddenly ceased." Thus was proved, to the satisfaction of many Victorians, the inevitability of human progress.

More recently, it was presentism that informed Irving Fischer, star of Yale's economics department, to observe in September 1929 that the stock market had reached "a permanently high plateau."

Demographers can also be presentists. How do we know that 40 percent of California's population will be Hispanic in 2010, or that "minorities, who constitute 24 percent of the [national] population, will increase to 38 percent by 2050, even if the borders are sealed to new immigration"? By the simple tactic of projecting today's population growth as a straight line into coming decades.

This is what journalist Dale Maharidge does in *The Coming White Majority: California, Multiculturalism and America's Future*.<sup>1</sup> He begins on safe ground by predicting the dislodgment of the state's whites from their ledge of numerical majority, an event we may well have experienced already. But when he discusses Huntington Park (with a population density 160 percent of New York City; ethnically "the most Mexican city in the U.S.") he implies that this is what much of the state will one day become.

<sup>1</sup> The predictions above are from pages 4 and 66.



Yet Maharidge has not set out to monger racial fears. Quite the contrary; he hopes to demonstrate what California politics will become because others fear immigrants. Pete Wilson appears in this scenario as a normative example. When mayor of San Diego in the 1970s, Wilson set about increasing his city's minority workforce. Yet two decades later, down in the polls and seeking reelection as governor, he played to uneducated whites by supporting Prop 187, an attack on illegal immigrants. Two years later, visions of the presidency dancing in his head, he turned the cracker card (this time, Prop 209) again.

The considerable achievement of Maharidge's work lies in the history it supplies of Wilson's (and, truth be told, the state's) sorry decline into racial scapegoating. The book's great weakness, however, comes from the use it makes of those political entrails to read the state's future. We face, he predicts, a string of Wilsons and consequent ethnic turbulence.

**H**is gloomy vision of dysfunction places Maharidge in the camp of futurists we might call Cassandras. Like the woman of that name in Homer who (futilely) warned the Trojans of their upcoming eradication, later Cassandras would also specialize in developing catastrophes.

Happily, not all futurist merchandise is dark and stormy. If not Blair witchcraft, then, Mr. Rogers rather than plunging into the abyss, we will ascend on automatic risers. These days it is the siren call of technology that spreads the most joy. This techno-optimism has a history. Social betterment was once to arrive from the radio, then plastics, then atomic power and jet engines; at the moment we attend to the curative powers of electronic wizardry, and the readiest gush accompanies mention of computers.

There is more to this message, however, than a lot of deep breathing about digital utopias. With melting simplicity futurists warn us that much of higher ed must fall to the bulldozers' blade. Curricula beyond what would complete a repertoire of cyberskills meet no real need. The sciences are too cerebral; the humanities are over. Those with college degrees in one of the appreciative arts hold tickets on an overbooked plane. Educators who value such decorative learning are ignorant of the imperatives of The Future.

For some, neither Cassandric nor jubilant prophecy is enough. There is a more muscular brand of futurism, and William Bergquist serves up an educational version of it in his essay, "The Post Modern Challenge: Changing our

Colleges."<sup>2</sup> Bergquist's primary concern focuses on the shift from a "modern" management style, "each person receiving

orders from someone structured above him," to a postmodern style that "emphasizes influence instead of control" and offers "leadership by example." In the "postmodern world, organizations will retreat from the pursuit of largeness to being "complex and fragmented."

We might legitimately wonder where Bergquist actually sees institutional shrinkage in the community colleges, much less leadership by example. But the central point borders on the metaphysical: the modern world has been replaced, before our very eyes, by a postmodern one and that has curricular

implications. He hints that the old curriculum, with its assumption of a general education designed to reach everybody, must be discarded. Education will be marketed, as automobiles are, to clutches of clientele with discreet and dissimilar needs.

Each future can be plausibly argued from something present today. The problem is that what we see in our times might well not be the key to times yet to come.

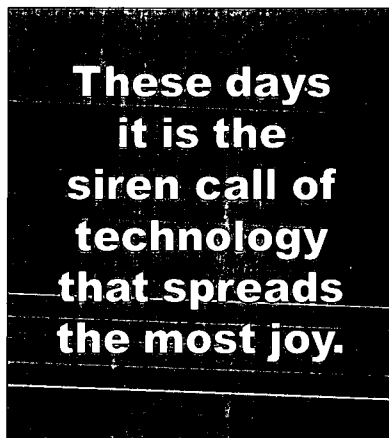
Consider Maharidge's demographic case. He notes that for the first 70 years of this century the percentages of California's people of color grew so slowly that, had they continued on at that rate they would have not occupied 30 percent of the population until 2040. Yet in a single decade—the 1970s—California minorities more than doubled in numbers and by 1980 had already reached the 30 percent marker. The means that, had a demographer in 1971 applied the very calculus that Maharidge uses for his ends, he would have missed completely the techtonic shift that was already on its way.

Indeed, presentism has never served demographers very well. In the early 1860s census bureaucrats in Washington, addled by the massive immigration figures of the previous quarter century as well as the high fertility rates for American women predicted that the U.S. would have 200 million people by 1920. When that year rolled around, the population was just half the projected number.

The lesson, apparently never to be learned, is that demographic rates rarely follow an unfailingly consistent trajectory. Far more commonly, unseen and unexpected

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<sup>2</sup> an essay in Publication 102 of ERIC's New Directions for Community Colleges; Supper 1999. Jossey-Bass publications.



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social forces deflect them. In 1938, for example, the sleepy naval port of San Diego deputed an urban planner to estimate the city's population over the next 25 years. The number that he foresaw for 1963 was actually reached in 1943. He had not envisioned World War II.

Projecting what population growth will do to a society is even more treacherous. Once again we can find evidence from Maharidge, who describes one William Tafoya and his 1989 research for the FBI. Tafoya's lurid revelations were of a future Southern California flooded with immigrants and engulfed in increasingly brutal riots by 1999. When, during the 1992 outbreak in L.A., reporters congratulated him for the accuracy of his predictions, Tafoya dismissed that event as far too mild: "what [has just] happened in Los Angeles," he warned, "will look like peanuts compared to what will happen."

When preparing the hardback edition of his book in 1995-96 Maharidge was taken with Tafoya's prescience, which, after all, confirmed his own vision of the social fabric being unknit by a cynical political elite. Yet when the paperback appeared three years later, his scenario already seemed outdated. Had Maharidge been correct, Dan Lungren and the Republicans would have swept into office in 1998.

Revelations of technological futures are no more reliable. Just look at those "Worlds of Tomorrow" on the covers of *Popular Mechanics* in the 1940s and '50s: at the freeways moving cars quickly through immaculate cities; at the commuter helicopters hovering comfortably above the traffic; at homes that could clean themselves. Yet, for all the gadgetry on display, nowhere in these airbrushed Edens was there even one computer.

In fact, after computers began to appear, the futurists still got it wrong. Restricted by size to huge buildings, computers would end the office use of paper, increase leisure, replace newspapers and books and spur an enormous burst in productivity. No one imagined PCs, or the Internet, much less software that could be mastered by a counterperson in an afternoon. Also unforeseen were the computer industry's quantum technological leaps that would render nearly worthless the skills of the industry's pioneer generation.

Clearly, those who detail the technological demands that the young will face in, say, 2015 are playing blind man to an elephant. People who, in Montaigne's phrase, "give weight to smoke" are not those who should legislate curriculum

As for "postmodernism," it is really modernity in baroque livery. There is nothing non-modern about our world when it continues to verify knowledge with science, assign human work to machines, legitimize politics as the

will of the people and depersonalize relationships through technology and bureaucracy

In any event, expected futures commonly get rerouted. History unfolds as a series of apparent non sequiturs, with stealth events trespassing on what was supposed to happen. Only from history's perspective do surprise occurrences make ready sense.

Alas, then, futurism is not merely a harmless exercise for those who lack a real job. Its promise of certainty often misleads educators. Take, for instance, the use of population demographics to justify multicultural curricula. The intent is unassailable but the logic recruited in its support is flawed.

We do not justify education by demography but by what it does. Multiculturalism opens students to a diversity whose appreciation enriches and humanizes them. Education that fails to transform fails to educate, a fact that conservatives<sup>3</sup> who would protect rather than challenge those in college ignore.

**T** rue, as whites have lost their numerical dominance it has been politically easier to justify an inclusive curriculum. But to accept a political reason as an educational one is not merely wrong but dangerous as well. Were the minority rate to recede so would the rationale for multiculturalism.

Even less justifiable is the argument that the best preparation for students facing an increasingly technologized world is more emphasis on mechanical training. Students need not gee-whiz boosterism but a critical mind. If the wonder-worshippers are correct about the future, our students will have to identify the effects—intellectual, social, spiritual and psychological—of an existence centering on manipulation of machinery. They should be able to discern, for instance, how much "communicating" occurs in the irresponsible world of a chatroom, or how "learning" resembles autism when it occurs electronically, "distant" from a social setting.

Futurism retails what its purchasers are in the market for. It is tobacco-company research and not to be taken seriously by classroom teachers. The fact is that dicey premonitions do not nullify the traditional purposes of higher education. Career training, including that in technology, holds an honored position on campus, but not the only one. Humans in the future will continue to need the breadth that supplies the abundance that life should have. ❧

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<sup>3</sup> see, for instance, S.P. Huntington, *The Clash of Civilizations and the Making of the World Order*.

# Clicking Onto Web-Based Instruction

by Kathleen McKuin & Bobby Hutchison, Modesto Junior College

**T**echnology is greatly impacting American higher education. Virtually no institution, no field of inquiry, no student, and no faculty member have escaped untouched or remained unchanged by the influence of new technologies. Nowhere is this more noticeable or more relevant than in the California Community Colleges. Indeed, entirely new ways of delivering course content have emerged over the last decade as computer technology has expanded and impacted the academy.

The Internet was unheard of or had virtually no presence when the majority of today's college faculty members were students. However, according to the recent "National Survey of Information Technology in Higher Education," one-third of college classes in the U.S. makes use of the Internet and 44 percent use e-mail (The Institute for Higher Education Policy, "Distance Learning in Higher Education," February 1999).

Some courses go much further, and rely on the Internet as the primary mode of delivery. There seems to be an explosion of both interest (and criticism) in this area of distance education. In fact, in California, community colleges are the leaders in both the number and breadth of courses offered online. Some colleges, like Cerro Coso, have decided that online/Internet-based courses are important for the long-term survival of the institution.

The issues facing online education are growing rapidly, even as we stop at the end of this millennium to evaluate our progress as educators in a new technological age. Online instructors have come out of their self-congratulatory phase of development, with similarities to the egocentrism of the very young, into a gradual awareness that there is more than just "me and myself" out there on the educational horizon. There are other professors, other colleges, other voices to hear and other influences to feel. There are a great many questions we must ask.

We are among those taking pause to ask some of these questions. Our beginning in online instruction is a familiar one: The dean approaches a couple of his faculty members, creative people who are interested in technology and energized by challenge, and asks them if they'd like to develop a course for delivery on the Internet. They say "yes," intrigued and excited, but not knowing at all what they have gotten themselves into.

We learned new technologies, braved the doubtful queries of our colleagues, "How will you teach people who cannot see you, whom you cannot see?" We wondered if indeed we had "sold out" to the evil technological empire that is making the world into a wanton wasteland. Just look at the MTV generation!

*See Online, next page*

## Why Teach Online?

by Brian McKinney, Diablo Valley College

**T**here's a lot of information out there about why students take online classes.

Another question, equally interesting, is why teachers like to teach them. As a semi-expert (I've taught online for six years; I taught three courses online last spring and am teaching four this fall), I've made a little list. Here's why I like it:

■ **My writing is improved:** I have to be clear, precise, and specific.

■ **I don't waste students' time.** Classes are meetings, aren't they? My meeting theory is that classes waste the time of two-thirds of the students present. One third is ready for the material and ready to receive it. One third has already mastered the material. One third is not ready to receive that material at that time (cat struck by a car, father in hospital, fight with significant other, didn't do the reading, have trouble understanding spoken English, and on and on).

Online, when I send back a draft for revision with my comments, I'm speaking directly to that student about that student's writing. Much more efficient, all around.

■ **Class is continuous,** not just from 9 to 10 a.m. Monday, Wednesday, Friday. A student who is having trouble with a paper can e-mail me Sunday morning and get a response that day. A student can write a paper, send it to me, and get the paper back, with comments, within 24 hours guaranteed, instead of waiting for a week or two. Instead of being available to students five hours a week, I'm within their reach 60 hours a week.

■ **I divide the due dates over the entire week:** a class of 30 produces four papers a day. I never have to slog

*See Why, page 29*



## Online *continued from previous page*

We developed our brainchild "Psychology 101: General Psychology Online"—a course unlike any other. We began by deconstructing the traditional course. We visualized and implemented the best pedagogies imaginable. We met several times a week, for hours at a time as we sought solutions to each new problem. We then placed the final product on the Web. It was our first online psychology course!

The course functions on a 24/7 basis. Students may access it any time day or night. Class discussions take place on the "Bulletin Board," a password-protected, asynchronous discussion group. Course content and learning tools other than the text are all provided via the Internet. We offer the course in an asynchronous format; students do not have to be at a particular place at a particular time. However, they must access the course regularly, participating actively each week in class discussions.

As we taught this course online for the first time, we commiserated about the amount of work involved: the vast amounts of e-mail that we had to answer; the work involved in correcting the eight written assignments we built into our course the first time around (not to mention the four exams or the weekly electronic bulletin board assignments); the problems with technology when our publisher's software failed to keep its promise to put our exams online; and the frustration we shared with our students when the college's server went down every weekend for maintenance—during the very hours that our online students were most likely to access the course!

Although the work was daunting, we had many rewards. Appreciative students told us that their schedules or circumstances prevented them from attending class on campus. The volumes of e-mail generated more work for us, but also resulted in more student-faculty interaction. It was exciting to build rapport, support student success, and guide and teach in new ways.

We received abundant technological support and training from both our division and our college. We copyrighted our web pages. We think we own our courses. But we, like so many other professors, are fairly uncertain about our rights with regard to these professional issues of intellectual property rights, workload and compensation.

We compared the attrition rates and outcomes (mean exam scores) of our online vs. our on-campus courses. The courses were kept identical in structure and content to minimize the confounding influence of our courses having

different instructors. The findings of our research over three semesters are in general agreement with the experiences of other instructors with whom we have spoken.

Our online courses have an attrition rate that ranges from 30 to 50 percent compared to the 25 to 30 percent drop rate for our on-campus courses. We talked with students who dropped our course to get a sense of why they did so. We conclude that more of our students drop our online courses than our on-campus courses because (1) they find themselves "in over their heads" in terms of the technology required and (2) they discover they don't have the self-discipline that the online course requires of them.

Our online courses have student outcomes (mean exam scores) that are about 10 percent higher than our on-campus courses. Since the work is identical, and only the method of delivery differs, we attribute this difference to variations between people who choose to remain in an online course and people taking on-campus courses overall. Our observation is that online students (who persevere in the course) tend to be older, more self-disciplined, often work during traditional school hours, and are more independent learners.

The first thing many people think of when presented with the phenomenon of online instruction is traditional instruction.

When we ask about success, we immediately

think of the traditional measures of success. If online instruction is teaching us anything, however, it is that we may unnecessarily limit the educational potential of the Internet by bounding it within the limits of traditional instruction.

Some educators and administrators have voiced concerns regarding equal access for students with disabilities. Clearly there are challenges we must meet if online education is to be available to all individuals, regardless of their physical ability. However, due to the nature of some disabilities, online instruction can be a solution to equal access for some individuals. At a conference a few months ago, one professor spoke of a deaf student from one of her past online courses. Neither she nor her other students knew that this student was deaf. After the term was over, the student related that for the first time she felt completely equal to all the other students in a course. Similarly, we had a legally blind student who shared much the same sentiments regarding her experience in our online psychology course.

Online courses can support student success in a variety of ways. In mid-November, one of our students (we'll call her "Julia") e-mailed us to say she was moving to Florida in

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two weeks. She wondered whether she could continue in the online course. Julia was thrilled to learn that her education would not be put on hold because of her husband's job transfer to a place thousands of miles away. "Pat," who was enrolled in Bobby's evening class, unexpectedly had her work schedule changed. She transferred to the online course, and thus didn't have to withdraw from her only class this semester. These examples are win-win situations. The college wins by retaining students, and more importantly, students win by achieving their dreams of higher education despite their circumstances.

These issues go to the heart of student success measures. Instead of asking about exam scores, perhaps we should be measuring students' ability to apply the information gained from class to real life situations. It may be that we should find out what purpose the student has in taking the class and measure the extent to which the class structure facilitates that goal. Perhaps online instructors should commit to evaluate the qualities of online learners and design their courses around those qualities, to make online courses into more effective tools for quality education.

Online instructors need to look not only to the quality of the education they are providing, and to the preservation of their professional rights, but also to the preservation of their occupation. Questions of workload, class size, and compensation are just a few that face online instructors.

At a recent conference on online instruction, David Noble of York University raised the specter of correspondence schools as a parallel to today's online instruction movement. His warning echoes the fear that arises in response to a large corporate presence in today's online "courseware" industry. Today a corporate educational company will sell an institution courses that have the course content supplied, not by a professor, but by a "content consultant." It is not difficult to see the demise of online instructors in such a paradigm.

We are learning that different courses have different needs and patterns of development, as do different institutions, faculties and students. How are we going to come up with equitable guidelines that protect the rights of faculty teaching online while also protecting the investment of the institutions that employ them? How do we accomplish this while also promoting student access to a higher (quality) education? These are issues that we need to address in the coming millennium. ❧

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See links to their courses at <http://virtual.yosemite.cc.ca.us/bhutchison> and <http://virtual.yosemite.cc.ca.us/mckuin/>.

## Why continued from page 27

through a stack of 30 papers, halfway resenting the writers for being so numerous.

■ Students never leave the class. I post the best essays (if the students wish to have them posted), and later students can send responses to the writers, years after their papers were posted.

■ I have written a series of "English teacher" macros, dealing with all those grammar and usage problems we face all the time, to insert into papers with the click of a key or two. Not having to waste time on that sort of thing gives me more time to respond to actual content.

■ For the first time since I have been teaching English, I can use journals effectively, by requiring 60 a semester but only allowing one a day, so students face blank computer screens and march words down them often enough that fluency improves and writing voices appear.

■ Students can't get by on dimples and personality and appearance. (I like to think that those elements don't matter, but I know I'm kidding myself. I probably am more receptive to the paper written by the alert, friendly student who sits in the front row than I am to the paper written by the guy who sits in the back row, his hat obscuring all but his scowl.)

■ And, in the same vein, in an online class *everyone* sits in the front row. Shy students can blossom online. Race, age, physical attractiveness, piercings, tattoos, trench coats do not matter online.

■ Online classes tend to attract more mature, dare I say more interesting students? Teaching online is like teaching a night class without having to drive to the campus one night a week.

■ Teaching online forces me to rethink my pedagogy. What are the essentials of a first year composition class, and how can I get those essentials into an online class?

■ Teaching most or all of my load online gives me a totally different sort of working day. I still work eight hours a day (seven days a week, unfortunately, but that's one of the down sides to teaching online), but it's every other hour all day, as I wander about the house, read, watch videotaped episodes of the TV shows I like, walk my dogs, whatever.

■ I pay a lot less for gas and have fewer oil changes and checkups.

■ I get to take a home office deduction, and Uncle Sam pays for many of my computer expenses.

■ Online students are never late to class; online students are never absent. ❧

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## Book Review

## Frontier Woman Spins Tales of Gold Rush

**HD-12 *Women of the Gold Rush: "The New Penelope" and Other Stories*, by Frances Fuller Victor**

Edited with an Introduction by Ida Rae Egli, Berkeley, CA, Heyday Books, 1998, 167 pages. \$12.95 FACCC Member Price: \$10.35.

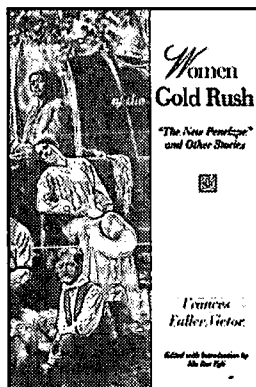
Reviewed by Margaret H. Freeman,  
Los Angeles Valley College

The subtitle of Annette Kolodny's 1984 study of women's frontier experiences, "Fantasy and Experience of the American Frontiers," in *The Land Before Her* might well serve as a subtitle to this selection of Frances Fuller Victor's short stories, ably edited and introduced by Ida Rae Egli of Santa Rosa Junior College.

Victor, who was born in Rome, New York in 1826 and died in Portland, Oregon in 1902, experienced firsthand the frontier life of women in the 19<sup>th</sup> century during four years of homesteading in Omaha, Nebraska, and secondhand as a writer, journalist, and historian of the northern Pacific states. In this volume, Egli gives us a sample of Victor's fictional representations of women's lives during the Gold Rush era.

Kolodny defines "fantasy" as forging imaginative links between our beliefs and our experiences. The five stories in *Women of the Gold Rush* reveal a motherlode of insights into how women imaginatively responded to their own real experiences of life on the western frontier as opposed to the fantasized accounts of promotional advertisements and the mythologizing literature of male writers. If the women in these stories come across as perfect specimens of humanity, loyal and true to their men despite the latter's swinish and often immoral behavior, they nevertheless stand as a partial corrective to the myth of the helpless, innocent female and the rugged, virtuous male hero.

"The New Penelope" of the lead story is Mrs. Anna Greyfield, who recounts her earlier experiences of travel by wagon train to Oregon, loss of her husband *en route*, and her subsequent adventures in her struggle to provide food and shelter for herself and her infant son. As the story unfolds, the two women discourse on the role of women, their status as wives, and the hypocritical morality of the age. Although the narrator's interpolations often seem awkward and sanctimonious, Victor's realistic assessments of human



relations and wry humor at circumstances confronting both men and women on the frontier carry the story forward.

The remaining stories reflect Victor's unremitting feminism, tempered only by a romanticized version of two male characters in the form of the young and naïve Sam Rice of "Sam Rice's Romance" and the old and seasoned Joe Chillis of

"An Old Fool." In all five stories the women prove the more resourceful partners. Alice Hastings manages both to sell her husband's mine and to avoid elopement with its new owner in "How Jack Hastings Sold His Mine." Two stories portray women married to men on the wrong side of the law. In "Sam Rice's Romance," Mrs. Dolly Page is an active accomplice of her robber husband and, like the Antigone of Greek myth, determines to bury his corpse after he is lynched by vigilantes. The title character of "Miss Jorgensen," on the other hand, is a wife who "had suffered, and toiled, and risked everything for her unworthy husbands." Mrs. Smiley's first husband in "An Old Fool" is an intoxicated do-nothing who neglects his wife and child. Only Joe Chillis, 30 years her senior, below her in station, and, having married an Indian woman, an exile from white society, is considered worthy.

Egli tells us that Victor was committed to finding the truth about early pioneer life in the Pacific states and had written "extensively about the 'Indian issue,'" completing "no fewer than four volumes of histories" of Oregon and other Pacific Northwest states. These five stories provide an apt introduction to further explorations of Victor's writings and are a testament to Kolodny's thesis that women's imaginative constructions would provide a corrective to the cultural myths created by male fantasies of the Pacific frontier. ❧

Margaret H. Freeman is an English professor at Los Angeles Valley College. She has been a FACCC member since 1990.

Interested in buying or reviewing a book? See [www.faccc.org/books.htm](http://www.faccc.org/books.htm) for titles.



# Be Your Own Advocate



*Dorothy Turner, left, of American River and Sacramento City colleges, and Andrew Peters, bottom right, a student at Cosumnes River College/El Dorado Center, testified during the mock legislative hearing.*

Katherine Martinez/FACCCCTS



*Margaret Quan of Diablo Valley College and FACCC Legislative Advocate David Hawkins, left, portrayed senators.*

As part of its efforts to encourage faculty to become more involved in advocacy, FACCC hosted a free Nov. 5 testimony workshop, "Be Your Own Advocate," at the state Capitol.

FACCC Legislative Advocate David Hawkins and Daniel Kim, a legislative aide for Sen. Sarah Reyes (D-Fresno), shared tips on communicating with and lobbying state legislators, and how to prepare for testifying before legislative committees.

Workshop participants used their new skills to testify during a mock legislative committee hearing. Read notes from the workshop at [www.faccc.org/workshop.htm](http://www.faccc.org/workshop.htm).

If you'd like to bring this workshop to your area, are interested in the FACCC Advocacy Network, want to serve on the Legislative & Advocacy Committee next year, or want a copy of the step-by-step lobbying guide, "In Your Own Backyard," contact FACCC at (916) 447-8555 or [faccc@aol.com](mailto:faccc@aol.com).



# Leadership

## FACCCTOTUM

*Management is doing things right;  
leadership is doing the right things.*

—Peter Drucker

*If you want a place in the sun,  
you've got to put up with a few blisters.*

— Abigail Van Buren

*If you want to truly understand something,  
try to change it.*

— Kurt Lewis

*Only the weak are cruel. Gentleness can only  
be expected from the strong.*

—Leo Buscaglia

*There is a time in the life of every problem when it is big  
enough to see, yet small enough to solve.*

— Mike Leavitt

*The moment of victory is much too short  
to live for that and nothing else.*

— Martina Navratilova

*Do what you feel in your heart to be right—for you'll be  
criticized anyway. You'll be damned if you do,  
and damned if you don't.*

—Eleanor Roosevelt

*It is well to remember that the entire universe, with  
one trifling exception, is composed of others.*

—John Andrew Holmes

*Man has responsibility, not power.*

—Tuscarora proverb

*A diplomat...is a person who can tell you to go to hell in  
such a way that you actually look forward to the trip.*

—Caskie Stinnett

*If the only tool you have is a hammer,  
you tend to see every problem as a nail.*

—Abraham Maslow

*The reputation of a thousand years may be  
determined by the conduct of one hour.*

— Japanese proverb

*Great spirits have always encountered violent  
opposition from mediocre minds.*

—Albert Einstein

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# FACCCTS

**Journal of the Faculty Association of California Community Colleges**  
**Volume 6 Number 3** **March/April 2000**

## **Scholarship and Public Policy**

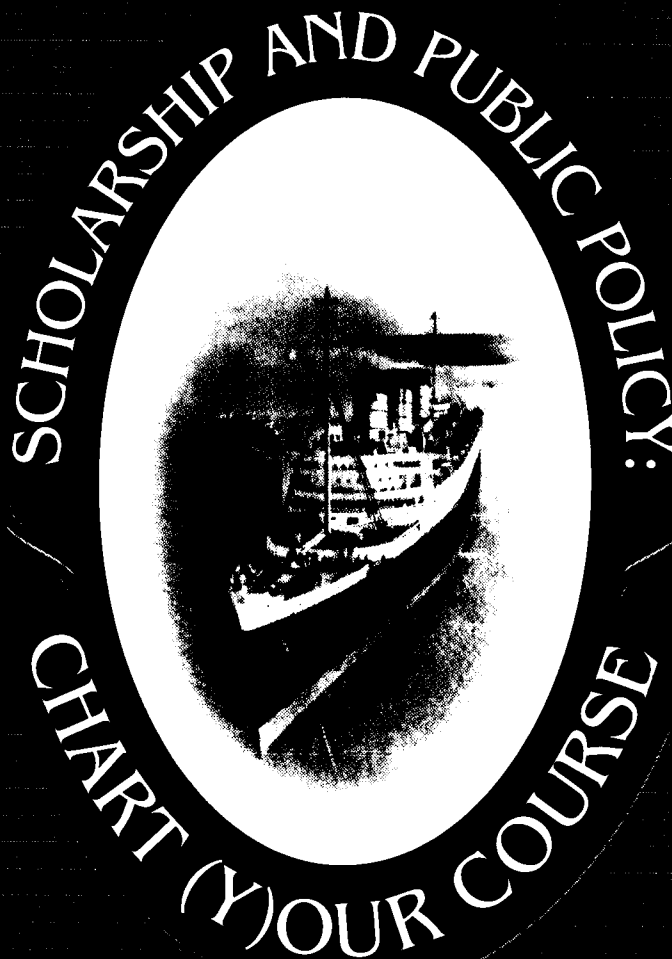
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- 2) Technology training and funding. "Technology: Face to face, or all over the place?" is one seminar track in the conference, and qualifies for TTIP funding. Call your staff development officer to apply for these funds. If you have questions, please contact FACCC.
- 3) National and state elections. We have the latest information on the national and statewide elections. Come to the FACCC Conference and you'll hear about the campaigns and what you can do from campaign consultants, policy gurus and expert colleagues. Whether it's Gore vs. Bush or Bradley vs. McCain, we'll have the educational scoop for you.
- 4) Enjoy the elegant Queen Mary, host to royalty, movie stars, presidents and world leaders for many decades, with great ocean and city views, and wonderful on-board restaurants and promenades. And right across the water are museums and a fabulous aquarium. You can even take a boat tour to Catalina Island after the conference.
- 5) Receive training from experts in various fields, including pedagogy, business, politics and more.
- 6) Have fun! Renew old acquaintances, network with faculty throughout the state, and have a good time. Come on out to Long Beach!

See updates at [www.faccc.org/conf.htm](http://www.faccc.org/conf.htm)

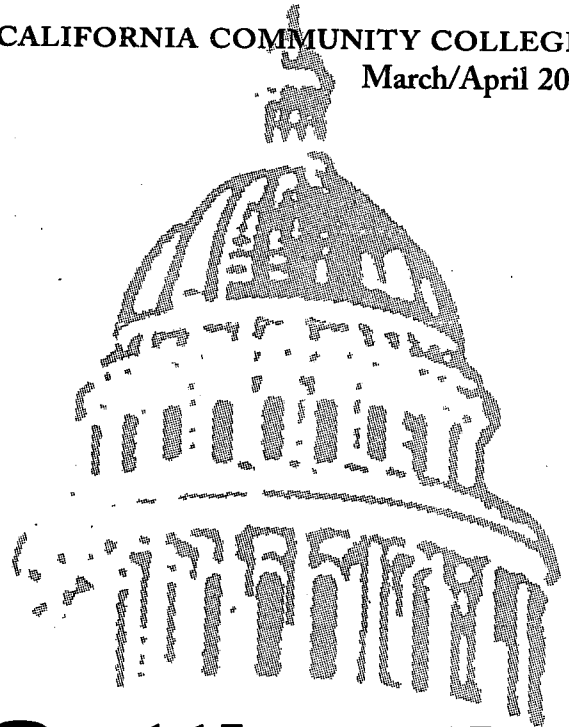
# FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES  
Volume 6 Number 3

March/April 2000

Featuring:

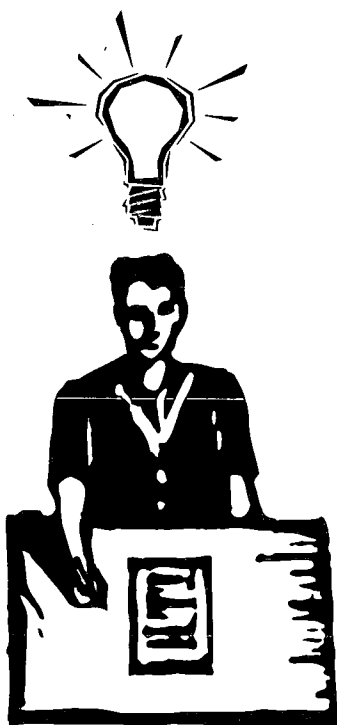
- John Baley of Cerritos College and Jim Stanton of MiraCosta College, on a proposed retirement option, p. 36
- Sabri Bebawi of Long Beach City and Golden West colleges, on The Nonnative Myth, p. 26
- Teri Bernstein of Santa Monica College, on the 50 percent law, p. 32
- Doreen Kaller of Rio Hondo College, on College for Youth, p. 13
- John McFarland of Sierra College, on *The Big Test*, p. 27
- Ron Russell of Monterey Peninsula College, on teaching, p. 24
- David Wolf of the Accrediting Commission for Community and Junior Colleges, on Project Renewal, p. 19



## Getting the Governor's Attention

Also: *FACCC-PAC Spotlights Faculty*, p. 10 • *Davis Names New CCC Board Members*, p. 20





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- p. 18—Allyn & Bacon
- p. 4—Colleges of Contra Costa
- p. 4—Columbia Information Systems
- p. 4—Community College/Technical Jobs
- p. 4—Educators Value Travel
- p. 16—Iown.com
- p. 18—League for Innovation in the Comm. College
- p. 14—Modern Language Association
- p. 18—University of Sarasota—California Campus

78



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Jonathan R. Lightman



## Getting the Governor's Attention

Page 6

The question on everyone's mind is "How can the California Community Colleges get the governor's attention?" Read about FACCC's efforts to put community colleges on the governor's radar screen.

## The Big Test Fails

Page 27

*The Big Test: The Secret History of the American Meritocracy* tells how two university presidents, in trying to restrict admission to the most talented students, gave birth to the S.A.T. But the author fails to deliver on his promise of an exposé, says history professor John McFarland of Sierra College. And an opportunity is lost to answer the real question: What proof exists that the S.A.T really measures "aptitude"?

## Valuing Education Over Administration

Page 32

The section of the education code known as "the 50 percent law" requires that the California Community Colleges spend half their budgets on instruction. Teri Bernstein of Santa Monica College analyzes how the state Chancellor's Office instructs college administrators to interpret this law, and comes up with surprising results.

- 7 Open Letter to Gray Davis
- 8 Letters to the Editor
- 9 Hearing Presents Opportunities
- 11 Recruit Members, Receive Gifts
- 12 New FACCC Members
- 13 College for Youth

- 15 FastFACCCTS
- 20 Rich Leib Talks with FACCC
- 21 Call for Nominations
- 22 Faculty Focus: Bill Cornett
- 30 WWW.FACCC.ORG
- 37 What's Ahead in Retirement

## FACCCTS

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FACCCTS is the journal of the Faculty Association of California Community Colleges, a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty, and the FACCC-Education Institute, FACCC's subsidiary for information dissemination and professional development. FACCCTS is published four times during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. FACCCTS' primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. FACCCTS publishes letters to the editor, commentaries, and other contributions on a space-available basis. FACCCTS reserves the right to condense and edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call FACCC at (916) 447-8555, fax (916) 447-0726, e-mail faccc@aol.com or write to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. Visit the FACCC Web site at [www.faccc.org](http://www.faccc.org) for Web-exclusive articles, essays, faculty opinions, analysis, legislative alerts, book reviews and special offers for members.

# Getting the Governor's Attention

**H**ow do we get the governor's attention? That question has been on the mind of every California Community College leader. As FACCC has met with reporters covering higher education and the state budget, the same question has come up again and again: how are you getting the governor's attention?

Answer: We're working on it.

With a booming California economy and state surplus, FACCC and other community college advocates hoped that Gov. Gray Davis would give the CCC system top priority in his education agenda. This hope began when Davis promised the FACCC Board of Governors to support community colleges by helping increase funding. In Davis' first year as governor, FACCC worked on translating those promises into reality.

Well, it turned out that Davis' main priorities were K-12, and the University of California and California State University systems.

We're trying to ensure community colleges are on Davis' radar screen. This issue of *FACCCTS* contains stories that touch on that subject.

FACCC is continuing to work hard in conveying the colleges' importance to the state's economy. Our challenge is to make sure community colleges receive the increased funding they deserve, and desperately need, in the state budget.

—Katherine Martinez, Managing Editor

**G**ov. Gray Davis spoke about his state budget and education proposals during a Jan. 11 luncheon with the Sacramento Press Club and State Information Officers Council.

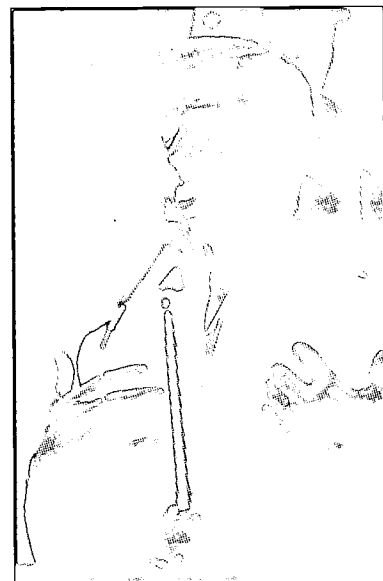
FACCC asked, "Governor, in your State of the State address, you mentioned UC and CSU.

Given that the California Community Colleges serve 1.4 million students, almost triple the amount of students served by UC and CSU combined, why didn't you mention community colleges in your State of the State?"

While Davis didn't share his specific plans for community colleges, he replied, "First of all, I have great respect for the work community colleges do. And their roles are going to be increasingly important as technology requires more and more skills from the existing workforce. Because community college is the best place to go back and obtain the skill that is necessary either for promotion or to keep your own company productive.

"Moreover, roughly 50 percent of the people admitted to the University of California come out of community colleges. And finally, community colleges are really a second chance at going to a four-year college. As you know, you can be admitted without even graduating from high school. And if you do well enough, you can be admitted into the University of California and the Cal State system.

"In the State of the State, some governors have taken the approach, they want to say a little bit about everything. I've tried to focus on just four or five large topics. That doesn't mean I don't fund, or have interest in, or support, a whole variety of other things that are in my budget. I just pick four or five things to talk about."



FACCCTS

*Gov. Gray Davis discussed his state budget and education proposals Jan. 11 with the Sacramento Press Club and the State Information Officers Council.*

## Cover Story—Related Features

- p. 7—Open Letter to the Governor
- p. 9—Hearing Presents Opportunities
- p. 13—College for Youth
- p. 15—Actor Helps Santa Monica College
- p. 20—Leib Seeks Faculty Ideas
- p. 22—Bringing Distinction to Diesel Tech
- p. 31—Question of the Month
- p. 32—The 50 Percent Law

# An Open Letter to Gov. Gray Davis

**Y**our commitment to improving K-12 education is again demonstrated in your Jan. 10 budget proposal.

FACCC agrees that California must build a solid foundation if the red brick institutions are to be effective. But the California Community Colleges are also an integral part of California's social and economic fiber. We have talented and resourceful faculty, provide invaluable community links and are the state's best educational value.

We provide college education for less than kindergarten prices. According to the California Postsecondary Education Commission, the state gives \$4,110 per Full-Time Equivalent Student to community colleges, compared to \$6,537 per K-12 student based on average daily attendance. State and federal funding per community college FTES is way below that of California State University (\$10,294), and University of California (\$15,109). With 1.4 million students, the CCC is the largest higher education system, serving a diverse population that will be California's future. Community colleges have the will to serve, though not the financial wherewithal. But more about that later.

Community colleges help improve K-12 learning. Many campuses have "College for Youth" programs (*see page 13*) with fee-based courses that community college instructors teach. K-12 students can take, for example, public speaking, arts in action, and learn how to use Windows and the Internet. Access to advanced placement classes is another concern. UC's online program is a partial remedy, though FACCC wonders if the schools and students most in need have the necessary online resources. Community colleges can help, not only with the actual teaching, but also with introducing students to the college environment.

Remediation is another community college strength. On average, 60 to 70 percent of students entering community colleges need basic skills remedial classes. We provide these, completing some of the work of high schools, acknowledging the K-14 relationship. If given the resources, community colleges could intervene earlier. One idea is a formal program that sends seniors to community college for college preparation. We can help those students *before* they get to CSU.

Naturally, accountability is also a CCC priority. Partnership for Excellence demands that community colleges meet "performance goals." Community colleges



Carolyn Russell

would also like to see emphasis on continuing to improve instruction. Community college students' needs do not cleanly fit into the broad missions. A four-year degree is important, but, given the economic status of many students, getting a good job may come first. We can help students prepare to transfer; we can't make them do so.

As open-access institutions, community colleges face many educational challenges; for example, non-native speakers, students without high school diplomas, and high

school graduates who are not ready for college-level classes. Community colleges are especially accountable to the communities we serve.

Community service is a familiar concept, given that the average community college student is a working adult. FACCC would like to discuss your vision for these students. Community colleges are, as the name indicates, at the heart of 107 communities.

Your health and human services agenda is powerful. Many community colleges have fitness centers and faculty trained in senior wellness. We could integrate these into your plan, if given the funding.

Mind you, it's not that community colleges don't have enough to do and operate \$2,300 per student below the national average. We are a bridge from K-12 to four-year colleges and the last hope for many students. Though we're not an untapped asset, we may be an under-recognized one. Community colleges need higher, predictable funding (our share of the Proposition 98 split with K-12 has ranged from 11.85 percent to 9.45 percent), money for facility renovations, equipment for vocational education programs, and improved technology and faculty development funding.

Ironically, as our responsibilities have increased, our percent of FTES revenue has decreased proportionate to the other higher education segments. California's economy is thriving; community colleges are limping. It's time to invest in and invigorate community colleges.

With a state surplus of about \$9 billion, a half-billion dollar addition to the CCC budget would be a great start. Empower us to continue providing the state with the educated, tax-contributing citizens it needs. We want you to include us in your educational vision for California. *ññ*

*Carolyn Russell is president of FACCC and teaches English at Rio Hondo College in Whittier. Her e-mail address is FACCCPres@aol.com*



### Praise For *FACCCTS*, Web Site

Where have I been? In the span of only a year, you seem to have transformed yourself!

Today before tossing out your journal, something prompted me to check it to be sure I was still current on legislation and laws pending, etc. What a wonderful surprise I had in store for me when I discovered the interesting articles you included by teachers about teaching.

As a result, I decided to take a look at your Web page, which used to be solely dedicated to the business end of teaching and to legislation. Again, another big surprise. You have managed to produce an amazing Web site with terrific resources and have humanized it with books, CDs, discounts, etc.

Thank you, thank you for broadening your focus. It took awareness and a lot of work on your part, but I think you will draw many others like myself back into the community of teachers.

*Alyse Steidler  
English Skills Department  
Santa Barbara City College  
via e-mail*

### Former Director Lauds Progress

It's been 13 months since I ended my formal relationship with FACCC. Let's face it, after 17 years, it was like leaving a child. I had separation anxiety, but that's all gone. I just want to let you know how impressed I am with the direction FACCC has taken.

Jonathan Lightman has restructured the association, increasing faculty participation in education and advocacy efforts, staff development, conference planning, policy development and membership, and it's working. He is building an association that will thrive because it's faculty-driven.

David Hawkins and Jonathan, working with the FACCC board and collaborating effectively with other faculty groups and organizations, have crafted strong policies in the community college circles and the Legislature. As I talk to legislators, I find that FACCC is continuing to increase its legislative credibility and clout.


FACCC's leaders—President Carolyn Russell, Vice President John McDowell and the Board of Governors—are articulate and savvy, and understand current and future community college issues. The board is committed and enthusiastic and will make certain that FACCC continues to be in the forefront.

FACCC's publications have never been stronger, thanks to Katherine Martinez's talents. I can't wait to read the next piece by John McFarland. Imagine my joy to have spent the last 19 years listening to and reading the works of a true Renaissance man.

Finally, all the FACCC staffers continue their commitment to the association and handle all those meetings and phone calls from thousands of teachers.

Way to go FACCCers...you are taking the association into new directions, and the possibilities and successes are unlimited.

*Patrick McCallum  
Patrick McCallum Group  
Sacramento, CA  
via e-mail*

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# Special Hearing Provides Opportunities

**H**enry Kissinger had a philosophy that out of disequilibrium comes an opportunity – albeit a limited one – for a new equilibrium to arise.

A new equilibrium is what the California Community Colleges sorely need.

*Vis-à-vis* the Chancellor's Office, the consultation process, and CCC Board of Governors' meetings, last summer and fall were not good times for faculty. FACCC, along with other faculty organizations, deemed the atmosphere to range from overt neglect to downright hostility.

Given the process by which the government develops the state budget, fall should have been the time that all sides could congregate on a budget agreement for this year. Instead of focusing on our real and collective challenge—convincing Gov. Gray Davis to make community colleges a priority—internal divisions prevented developing a consensus.

This divisive atmosphere provided new impetus for an informational hearing at the state Capitol on the issues facing part-time faculty. While such a hearing had been discussed since last summer, its urgency became more apparent with the growing realization that the internal processes would not, on their own, address part-timers' needs.

Working closely with Assemblyman Scott Wildman (D–Glendale), FACCC and cosponsoring organizations Community College Council/California Federation of Teachers and Community College Association/California Teachers Association, chose Jan. 12 for the hearing. While officially sponsored by the Joint Legislative Audit Committee, it was open to all legislators on related policy and budget committees.

Exceeding all faculty expectations, many key legislators came to participate, and even more listened or watched from their offices.

The hearing presented a unique and focused opportunity for faculty members to tell their story, and for the Chancellor's Office, administrators and CEOs to respond. Both part-time faculty members on the FACCC Board of Governors, Margaret Quan and Robert Yoshioka, (the former, representing FACCC; the latter, representing Communications Workers of America) participated as witnesses. Equally significant was the testimony of two



Jonathan Lightman

students leaders, Sergio Carillo and Juanita Price, who told how the overreliance on part-time faculty had distorted conditions on their campuses.

Three highlights stand out. First were the observations of Assemblyman Mike Briggs, a former part-time faculty member. His mentor waited 20 years in the community college part-time ranks to attain a full-time job. He died before realizing his dream.

The second highlight was Hannah-Beth Jackson's string of questions.

Jackson had thought that once she

retired from the Legislature, she would seek a part-time position at a community college. At the hearing, she said she would have no interest in pursuing such a position since the pay rate is so poor.

The most compelling part of the hearing was Wildman's probing inquiry of the Chancellor's Office staff on its failure to help solve the part-time faculty situation. It was revealed that the Legislature must become far more involved in such problem-solving because solutions are not sufficiently forthcoming from inside the college system.

At the end of the hearing, part-time faculty members (along with their full-time faculty allies) once again had a sense of worth, hope and optimism.

Following the hearing, however, came the reality of the governor's budget and his State of the State. Once again, community colleges were not given their due financially, and not recognized for their significant contribution.

Using the hearing as a springboard, the legislative response has focused on opportunity. From Democrats to Republicans, legislators have taken a renewed interest in all aspects of community colleges. Of particular note is Speaker-Elect Robert Hertzberg (D–Van Nuys) who has declared community colleges one of his top priorities.

This all isn't due solely to the hearing, but it played a significant role. Conversations unheard of a year ago, on such issues as stable funding, Proposition 98, and even program improvement, are suddenly taking place.

A new energy has arisen. A new opportunity is available. ✎

*Jonathan Lightman is executive director of FACCC. His e-mail address is JLFACCC@aol.com.*

# Reception Highlights Community Colleges



FACCTS

*FACCC Executive Director Jonathan Lightman and President Carolyn Russell meet a faculty member at the Feb. 12 FACCC-Political Action Committee Reception at the California Democratic Party state convention in San Jose. FACCC-PAC will host a reception at the state Republican Party convention in September.*

The Feb. 12 FACCC-Political Action Committee reception at the state Democratic party convention was a smashing success.

It was the only reception sponsored by a community college group, and thus provided great exposure for community college faculty.

Elected officials such as Assemblywoman Ellen Corbett, Assemblywoman Sheila Kuehl, Assemblyman George Nakano, Sen. Jack O'Connell, and Assemblyman Howard Wayne mingled with faculty, FACCC leaders and students.

Also in attendance were Vice Chancellor Christopher Cabaldon from the state Chancellor's Office, and President

Sergio Carillo and Policy Director Juanita Price of the California Student Association of Community Colleges.

Thanks to all FACCC members, family and friends who attended. Special thanks to event chairwoman Miriam Rosenthal of Foothill College.

FACCC-PAC will host a reception, tentatively set for Sept. 16, at the state Republican Party Convention in Palm Springs.

See more reception photos at [www.faccc.org](http://www.faccc.org).

FACCC-PAC contributes money to the campaigns of community college supporters. Candidates are fund-raising for the 2000 elections. Help FACCC increase its political influence by donating to the FACCC-PAC. See page 25 for a form, or visit [www.faccc.org/about.htm](http://www.faccc.org/about.htm). **ñ**

# MEMBER-GET-A-MEMBER

This year's voyage has a few nautical miles to go. So now is the time to follow-up with those passengers that have not joined FACCC. Share with them why you're a member. Tell them, "This is an association you need to belong to." Then look them in the eye, hand them the life preserver (membership card) and ask them to complete it right then and there.



You need not do it alone. Call your "first mate" Lyndon Marie Thomson, FACCC Field and Membership Director, at (916) 447-8555. FACCC has found that the most effective way of getting new members is for two people to meet with a prospective member. If you help with the introductions she will do the recruiting and you could earn a cruise for two.

Don't forget, the newly-hired faculty members can receive a free membership until June 2000. Just write NEW HIRE on their card.

**FACCC's strength is directly proportional to the size of its membership.**

*The following FACCC members have signed on new "passengers." Keep up the good work!*

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## New Members

These new FACCC members joined between Aug. 6 and Jan. 31. Please welcome them to the FACCC family. If you see them in the halls, say "hi" and let them know they've made an important decision in their professional lives. Want to help recruit new members? See [www.faccc.org/mgm.htm](http://www.faccc.org/mgm.htm) or contact Field Director Lyndon Thomson at (916) 447-8555.

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# Innovative Program Forges Partnership

by Doreen Kaller, Rio Hondo College

**R**io Hondo College resurrected its College for Youth program last year to better connect with our K-8 partners in education. The result: a creative partnership of minds and talent.

Ding-Jo Currie, vice president of Economic and Community Development, had heard about a Texas program that developed interactive, academically motivating curriculum for K-8 classrooms. She suggested that Jean Petty, dean of Corporate and Community Development, and I go to Dallas to learn more about the "Voyager" program.

After a week's training using the curriculum, Jean and I returned home excited about the prospect of offering this curriculum to our local school districts. In so doing, we'd be able to forge new links with potential future students, part of our college's goal as promoted by President Jess Carreon.

We launched our first outreach last summer when we facilitated and monitored 42 summer classes in the El Rancho Unified School District, six classes in the El Monte School District, and four classes in the Valle Lindo School District. For two six-hour days, I conducted teacher training with the help of my colleague Steve Katnik, director of environmental technology. The training introduced the teachers to a new way of establishing classroom organization that empowered children to make decisions and teach each other. Teachers also became students and experienced the dynamics of curriculum-driven learning stations, partner pairing and team formations. We developed guidelines for acceptable group behavior and leadership responsibilities.

As an ongoing continuation of the connection between Rio Hondo College and the school districts, I visited the school sites throughout the summer. With Steve's help, I was able to assist teachers with curriculum questions and observe classroom dynamics to ensure the quality of the program presentation.

**The result has been a stronger communication with elementary and middle school children...**

That summer, we also offered a youth class on Rio Hondo's campus and subsequently have offered "Super Saturday" classes for youth during the fall and spring semesters. Teachers who work for us also are trained in the interactive format and are supervised so that the classroom environment is no longer teacher-centered but child-driven.

From this initial connection, many opportunities have developed for Rio Hondo College to work with the local school districts. Examples include assisting in "Read

Aloud" days and providing "Poetry Workshops" on campus. We have arranged for local schools to tour our campus theater department, police academy and observatory. We have sent our faculty members to schools to consult with teachers on curriculum design in the performing arts area. In addition, faculty members have also given presentations to students on topics involving medicine, geology, forensics and poetry.

The result has been a stronger communication with elementary and middle school children, the most important audience for the message that Rio Hondo College is close by, accessible, friendly and attainable. If we don't reach them at this early stage of their learning experience, we fear that we may lose them forever.

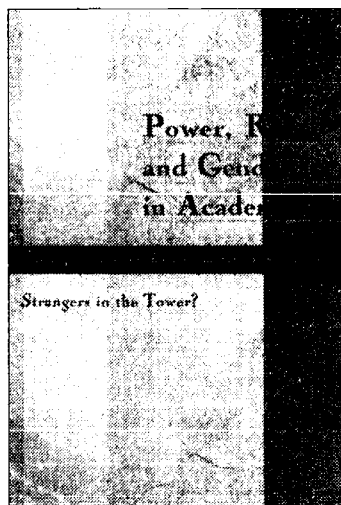
A secondary benefit of this partnership has been the training and education that we're sharing with local teachers. We're establishing a partnership of professionalism and excitement that fosters excellence in teaching. School faculty members not only learn what we're all about, but we're also learning what they're doing.

This relationship is helping us at Rio Hondo to better understand and know our future students and what their needs will be. *nk*

*Doreen Kaller is the College for Youth coordinator at Rio Hondo College in Whittier.*

Are you involved in an innovative program at your college? *FACCCCTS* would like to hear about it. Please contact Managing Editor Katherine Martinez at [faccc@aol.com](mailto:faccc@aol.com) or [k7martinez@aol.com](mailto:k7martinez@aol.com).

# POWER, RACE, AND GENDER IN ACADEME STRANGERS IN THE TOWER?



Shirley Geok-lin Lim and María Herrera-Sobek, eds.  
Genaro Padilla, contributing ed.  
With the assistance of Susan Y. Najita

## AVAILABLE FEBRUARY 2000

viii & 212 pp.

Cloth ISBN 0-87352-269-9 \$37.50

Paper ISBN 0-87352-270-2 \$18.00

The civil rights movement of the 1960s and the affirmative action programs enacted in the 1970s held great promise for people of color, women, and gays and lesbians seeking careers in higher education. Now, at the beginning of the twenty-first century, what is the status of these traditionally under-represented groups in English and foreign language departments across the United States? The eleven essays collected in this volume describe individual African American, Chicano and Chicana, Native American, Asian American, gay and lesbian, and white female experiences in academe. Representing a wide variety of fields and career paths in the profession, the authors explore topics such as marginalization, alienation, and persistent discrimination; the obstacles women and

minorities face in advancing their careers, as well as strategies for overcoming those obstacles; the backlash against affirmative action; and the implications of gender, sexuality, race, and power in the classroom. While many of the essays give strikingly personal accounts of their authors' struggles, the collection as a whole reveals the complexity of academe's response to the challenge of faculty diversity.

*Power, Race, and Gender in Academe* is an excellent resource and teaching guide for junior faculty members as they enter the profession. Administrators and senior colleagues will find in the volume thoughtful discussions of hiring and tenure practices, classroom and service evaluations, and other departmental procedures and their effects on a multicultural faculty.

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"I had no idea what Santa Monica College was. I thought it was a place for losers. [But] without it, I'm quite sure I wouldn't have become an actor."  
—Dustin Hoffman

## Actor Helps Santa Monica Campaign

Actor Dustin Hoffman spoke at an October event that launched Santa Monica College's \$25 million fund-raising campaign, the *Los Angeles Times* reported, discussing how he had been a lost young man with a weak academic record who enrolled at the college as a last resort.

He told reporters that the assumption that the "best and brightest" go to elite universities "an unfortunate prejudice." "I bought into that prejudice myself," he said. But those who attend college even though they can't afford four-year universities "are probably the smartest kids. They are the most driven...we have it cockeyed."

## Listserve for Faculty

FACCC has started a listserve specifically for newer California Community College faculty to connect with each other and glean wisdom from other faculty who will participate on the list.

We would like to invite you to join the list and the discussions.

To join, e-mail [FACCC-Newhire-subscribe@onelist.com](mailto:FACCC-Newhire-subscribe@onelist.com).

See p. 23 for how to join the listserves on part-time faculty and general community college topics.

When you join, please feel free to introduce yourself to the list and ask any questions which may be of concern to you. We look forward to engaging conversations.

Questions? Contact Paul Simmons at FACCC, (916) 447-8555 or, [paulq6r9s@aol.com](mailto:paulq6r9s@aol.com).

## Book Reviewers

Have you read an interesting book recently that might interest your faculty colleagues?

Consider writing a 450-600 word book review for *FACCCTS*. FACCC has review copies available for some titles; see a link at [www.faccc.org/books.htm](http://www.faccc.org/books.htm). But we will consider any books that have not already been reviewed in *FACCCTS*. See a link for writers' guidelines and deadlines at [www.faccc.org/pubs.htm](http://www.faccc.org/pubs.htm) or contact Managing Editor Katherine Martinez at FACCC or [k7martinez@aol.com](mailto:k7martinez@aol.com).

## Thank You

Thank you to the following legislators who attended the Jan. 12 informational hearing on part-time faculty issues, held by the Joint Legislative Audit Committee, and to the many others who listened or watched the hearing from their offices.

Committee chairman and Assemblyman Scott Wildman (D-Glendale), assemblymembers Hannah Beth Jackson (D-Santa Barbara), Tom Torlakson (D-Martinez), Lynn Leach (R-Walnut Creek), Dave Cox (R-Rancho Cordova), Gloria Romero (D-Los Angeles) and Mike Briggs (R-Fresno), along with senators John Vasconcellos (D-San Jose), Dede Alpert (D-San Diego) and Richard Alarcon (D-Van Nuys).

## Online Courses Receive Funding

The U.S. government is backing the development of dozens of internet-based courses. According to the Jan. 28 *Chronicle of Higher Education*. The Education Department's Learning Anytime Anywhere Program, which supports the development of Internet-based courses, had its funds for grants doubled in an appropriations bill President Bill Clinton signed in December that finances the Labor, Health and Human Services, and Education departments.

The grants funding increased from \$10 million for the 1999 fiscal year to \$23.94 million for the 2000 fiscal year. Recent Education Department cuts left the grants program with \$23.27 million.

Sen. Bob Kerrey, a Nebraska Democrat, agreed that most members of Congress are still bewildered by the concept of online education. But he said that lawmakers have come to support the program as they've learned more about it. Kerrey runs the Web-based education commission, which is to submit a report to Congress in May on educational software used in online courses. Kerrey said the federal grants help colleges and universities followed the lead of private-sector companies, which change in order to stay competitive in the market. "You either innovate, or you die," he said.

## Online Teaching Tips

Suba Subbarao was concerned when she noticed that students in her online courses had a higher dropout rate than those she taught in person, the *Chronicle of Higher Education* reported Jan. 28. That insight helped her halve the dropout rate in her online courses, by making it known up front that her course wasn't an easy



A, and by giving more attention to students having trouble.

Subbarao, who teaches at Oakland Community College in Auburn Hills, Michigan, now warns students in an online orientation about the rigors of the course and her high expectations, and points them to Web sites that give tips for succeeding online.

She keeps close tabs on students' progress; anyone who is late with an assignment gets an immediate personal e-mail message. Instead of posting announcements on an electronic bulletin board, she e-mails each student. Students responded positively to the personal attention. Subbarao was able to decrease the dropout rate from 36 percent in winter 1997 to 10.5 percent in winter 1998.

## Marketplace Planned

EduPoint.com is trying to aggregate most of the educational courses offered by North American institutions, both public and private, according to the Jan. 24 issue of *Interactive Week*. The start-up intends to create an Internet marketplace for education, and EduPoint.com already claims over 1.5 million courses available at roughly 3,000 institutions. The company is offering free access to corporations for their employees.

EduPoint President Jeff Creighton says educational providers are happy to pay the commission of 6 percent to 12 percent of the course fee because they get access to thousands of potential students, without spending more on marketing.

EduPoint.com is also offering course providers tools that will permit them to upload their course catalogs to EduPoint.com's database more easily. The company is also offering

course providers and companies data capabilities so companies can discover what courses their workers are taking and how they are doing.

## Internet Ownership

Debates over the ownership of intellectual property are mounting as the Internet creates opportunities to capitalize on writings, lecture notes, and inventions developed by university faculty members, reported the Jan. 28 *IP Law Weekly Online*. The American Association of University Professors has formed a special group to review intellectual property issues such as the sale of class notes and create policy proposals.

## Distance Ed Grows

The number of U.S. distance education programs rose by 72 percent, to 1,190, from 1995 to 1998. That's according to the second survey of distance education programs by the U.S. Department of Education.

According to the Jan. 7 *Chronicle of Higher Education*, the National Center for Education Statistics found that 1,680 institutions offered a total of about 54,000 online education courses in 1998, with 1.6 million students enrolled. Certificate programs grew from 170 to 330 during the same three-year period.

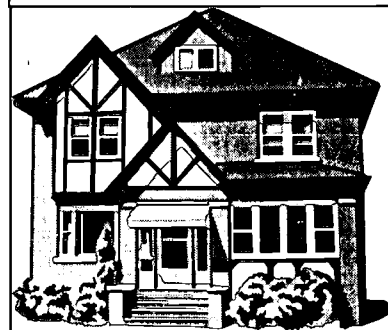
Growth in degree and certificate programs, however, resulted more from the expansion of online offerings by institutions with existing distance learning programs than from additional colleges creating online education courses. In 1998, 44 percent of higher education institutions offered distance education courses, up from 33 percent in 1995.

## Lessons for Teachers

The U.S. Department of Education has created the Gateway to Educa-



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continued on next page

tional Materials (GEM) Web site to provide teachers with lesson plans at no charge, according to the Dec. 16 issue of *Wired News*.

GEM was created by the National Library of Education and the ERIC Clearinghouse at Syracuse University. The lesson plans were culled from online sites for federal and state governments, nonprofit and commercial entities, and universities. More than 7,000 items are available at the site. Schoolteacher Mary Beth Blegen says, "GEM offers a quicker way to get at materials that are very specific lesson plans that are already done. At least there's a guide to work with, and that's better than [sorting through] pages and pages on the Web." GEM has been online since 1998, but the Education Department didn't want to promote the site until enough resources were online to make it useful for teachers.

## Organizing on the Web

Pennsylvania faculty members are using the Web to teach protest etiquette, the Nov. 5 *Chronicle of Higher Education* reported.

"Introduction to Picketing" is an online tutorial intended for the professors' colleagues, and is one way faculty has used the Web to organize and prepare for a possible strike during their year-long contract negotiations with the state system of higher education.

Union organizers for the Association of Pennsylvania State College and University Faculties had reached a tentative agreement with the state system in late October, making a strike unlikely. But organizers said their experience has demonstrated the Web's usefulness to the labor movement.

Steven F. Jackson, an associate political science professor at Indiana



Assemblyman Ted Lempert (D-San Carlos), chairman of the Assembly Higher Education Committee, spoke with the FACC board at its Nov. 19 meeting.

University of Pennsylvania, created a Web site for his union chapter. It provides information on the union's perspective of negotiations and has helped "rally the troops." [www.iup-apscuf.org/](http://www.iup-apscuf.org/)

## Tech is worry for CCs

Information technology is one of the topics community college leaders worry about most, the *Chronicle of Higher Education* reported Nov. 5.

College presidents want their staffs to be "learning about technology," and their professors and students to be "learning with technology," said Mark D. Milliron, one of 15 authors of a new book from the League for Innovation in the Community Colleges. Milliron became the league's president/CEO on Dec. 1.

The league surveyed 523 presidents and chief executives for Taking a Big Picture Look @ Technology, Learning and the Community College, and found that integrating technology into teaching was one of their highest priorities. But many colleges still have a long way to go. And at institutions beginning to replace retiring faculty members with younger, more tech-

savvy instructors, meeting the new teachers' expectations will require a commitment of money and other resources.

## Home Loans Available

CalPERS and iOwn, Inc. are providing online home loan origination capability for the 1 million CalPERS members.

The CalPERS Member Home Loan offers many features that protect the member against interest rate increases and high loan fees.

The CalPERS Member Home Loan Program recently opened up its program so that it is available to CalPERS members (active, inactive, and retirees) nationwide.

For more information, contact toll-free 877-895-PERS (7377) or visit the iOwn/CalPERS Web site at [www.eCalPERS.com](http://www.eCalPERS.com). **nk**

## For The Record

Accuracy is one of FACCCTS' priorities. It is FACCCTS' policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez at (916) 447-8555, [k7martinez@aol.com](mailto:k7martinez@aol.com).



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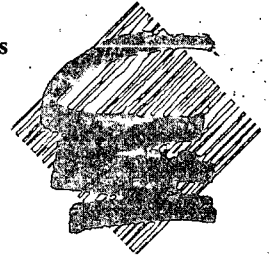
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# Accreditation & The Evolving Notion of Quality

by David B. Wolf

**A**ccreditation—and here I will emphasize accreditation that is institutional in its focus—has not been known for changing at Internet speed.

But the pace is picking up, and is likely to accelerate in the immediate future, due in major measure to changing notions of quality in the American context generally, and in higher education in particular.

There was a day when the quality of a college was linked exclusively to its resources (buildings, faculty, books, etc.) and these were the major focus of accreditation reviews. Beginning in the 1970s, organizational processes (curriculum development, governance systems, etc) emerged as important, and in the 1990s institutional outcomes, especially learning outcomes, were added to the mix.

As the Accrediting Commission for Community and Junior Colleges begins "Project Renewal"—comprehensive review of itself with the objective of updating standards, policies and operating practice—the motivations for change come from several sources. American society is giving special emphasis to convenience of access and accountability. Recently released information from the U.S. Department of Education points out that a majority of degree-completing students do not take all of their coursework from a single institution, and that increasingly, students are attending more than one institution simultaneously. Partly in support of "life-long learning," federal, state and private efforts are supporting the proliferation of distance learning opportunities. At the same time, institutions are expected to be ever more specific in stating their purposes and demonstrating exactly how these purposes are being achieved—witness that over half the states, like California, are turning to "performance budgeting" devices.

Higher education itself is putting pressure on accreditors. As the "learning paradigm" has gathered adherents, the importance of developing measures of learning at the course, program and degree level has increased. The manner in which technology is changing access to information is impacting everything from library

services to student skill requirements to faculty development.

As colleges embrace distance learning, such issues as appropriate organizational structure, support staff, instructional and student support services, and copyright policy take on new significance. Changed, typically more specialized, roles for faculty are appearing. New institutional forms are emerging regularly, including virtual colleges and consortia of various configurations. Outsourcing is a more common practice, and the variety of services acquired through contracts is expanding. Many colleges have interests in serving international students, sometimes in their home countries through agreements with foreign institutions.

Finally, quality assurance as a discipline is impacting regional accreditation. The Pew Charitable Trust, for example, has been investing in pilot projects that would significantly alter accreditation practice. One approach, referred to as "the academic audit," would place primary emphasis on examination of internal institutional quality

control systems (as opposed to the more functionally oriented traditional accreditation standards). Another experiment is adapting the organizational systems criteria designed for the Malcolm Baldrige National Quality Award to apply to higher education. And accreditors are putting technology to work to improve processes. For example, this year one institution designed its self-study such that some information would be supplied through a Web site, permitting the visiting team to work with up-to-date information.

While changes are being made to ACCJC policies and procedures on an ongoing basis, Project Renewal represents a major effort to be responsive to evolving notions of quality in community colleges. We hope to improve upon our operations, including the revision of accreditation standards and the examination of an alternative approach. There will be many opportunities over the next two years for faculty participation in the project through surveys, task forces, focus groups and the like. I want to thank the Faculty Association of California Community Colleges for the chance to bring all this to your attention. ❧

*David Wolf is executive director of the Accrediting Commission for Community and Junior Colleges.*

**Increasingly,  
students are  
attending  
more than  
one  
institution  
simultaneously.**



# Leib Seeks Faculty Ideas, Perspectives

**R**ich Leib, Gov. Gray Davis' first appointee to the California Community Colleges Board of Governors, met with the FACCC board at its Jan. 28 meeting to learn about faculty concerns.

Leib, whose mother is a teacher, lives in Solano Beach and is vice president of legislative affairs and municipal services for Lockheed Martin. He holds a bachelor's degree from UC Santa Barbara, a master's in policy analysis from Claremont College, and a law degree from Loyola Marymount.

Leib listened to FACCC leaders and guests' perspectives on such topics as college funding, Partnership for Excellence and the part-time/full-time faculty ratio.

"I'm entering at ground zero," said Leib, who emphasized that he was open to hearing faculty members' concerns and their proposed solutions to problems.

"There are various elements that make up the process," he said, "and there need to be solutions coming from the people."

Leib said he's had a long-time friendship with Assembly Speaker-Elect Robert Hertzberg (D-Sherman Oaks), who has told FACCC that community colleges are one of his top priorities.

"He thinks it's the potential answer to some problems as we enter the new millennium," Leib said. "You have a real strong ally in the new speaker designate."

A confidant of both Davis and former Secretary for Education Gary Hart, Leib also gave his perspective on the governor's views of the community college system.

He said Davis is focusing on certain projects, such as teacher-development and community service, because he wants tangible results. Community colleges may be able to catch the governor's attention if they bring him proposals for innovative programs, tied to policy, that accomplish this. If the community colleges were bolder than UC and CSU on, say, community service, Davis might be interested, Leib said.

Another way community colleges could get more attention, Leib said, is to find icons in entertainment and business, and convince Davis to appoint these luminaries to the CCC board. As an example, he pointed out Santa Monica College's recruitment of actor Dustin Hoffman to help in its fundraising campaign.



FACCTS

Another key to success, Leib said, is for community college groups to work together and condense their desires to three main messages.

Leib said he'd like to keep the communications lines open with faculty: "I would be happy to help in any way I can."

Davis has made two other appointments to the CCC board:

- Galt resident Leslie Wang, a media specialist for San Joaquin Delta College since 1980, has helped expand distance learning services and has taken an active role in the shared governance process. She serves on the college presidential search committee and as chair of the Community College Committee of the California School Employees Association. Wang holds a bachelor of arts degree from UC Santa Barbara.
- Tarzana resident Julie Korenstein has served on the Los Angeles City Board of Education since 1987. She holds both secondary and elementary teaching credentials.



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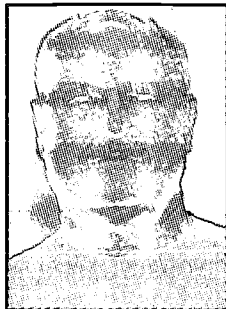
**John Vasconcellos-  
Advocate of the Year Award**  
Marjorie Lasky, Thelma Epstein  
and Mona Field

**Full-Time Faculty Member  
of the Year Award**  
Bill Scroggins, Lee Haggerty,  
Charles Donaldson, Leon Baradat,  
Cy Gulassa, Larry Toy, Barbara  
Schnelker and Edith Conn

**Part-Time Faculty Award**  
Timothy Dave, Chris Storer and  
Emily Strauss

## Bringing Distinction to Diesel Technology

Photo/Daniel Quinajon



### Bill Cornett

- Instructor & Coordinator, Isuzu Corporate Program, Regional Diesel Technology Center, Transportation Technologies Division, Citrus College in Glendora

- Part-time instructor at College of the Desert (12

years) and California State University, Long Beach's Copper Mountain College (14 years)

- Originally from San Diego

- FACCC member since 1996

**B**ill Cornett runs the largest diesel technology program in the state and in the western U.S. He supervises seven part-time instructors (five of whom are FACCC members) and two part-time assistants who teach day, night and Saturday classes. The program has been featured in numerous magazines, most recently in one from Japan. In June 1998 *Fleet* magazine named Citrus College's diesel technology program one of the top three in the country.

"As far as I know, we're the only community college or university with a corporate-sponsored truck program," Cornett told *FACCCTS*. The Isuzu Corporate Program began in fall 1995 with the help of Dr. Isaac Romero, the former vice president of instruction, David Goldstein, the former dean, and a \$2 million federal/state grant. Last semester, 21 students were enrolled. About 100 usually apply, 60 will interview, and Isuzu chooses 20 to 25.

"We have a lot of things most schools don't have," Cornett said. "[The corporate sponsor] funds us with instructors, equipment, and pay all the students' tuition and costs (books, parking, student body fees, training aids) and help place students in jobs at dealerships." Citrus also has a Toyota-sponsored automotive program.

Cornett spends a lot of his personal time and money maintaining the program, participating in various activities (such as the summer "College for Kids" classes in which youngsters learn to dismantle and assemble engines and cars) and guest-speaking at schools to help market the program. The result: donations, letters of praise, and recognition that help boost the program.

### *How long have you been teaching?*

I started in 1972 as a part-timer at Cypress College. I was a Ford Motor Company technology rep. I've taught full-time since 1992 after being laid off from CSU Long Beach [which closed its diesel technology program].

### *What do you love about your job?*

Seeing the students doing well and improving their personal pride. It's not just teaching the technology. I show them how to shake hands with people, physical grooming for an interview. I also try to make them aware that education is a continuing process. They're more confident when they leave the class. They learn people skills and are more impressed with themselves. A lot of them do very well. One former student, Micah Radnich, who's 19 years old, is the youngest service writer Freightliner of Anaheim has had. [Freightliner is the largest maker of trucks in the U.S.] He evaluates problems with the trucks, interacts with the customers.

Education is paramount. It can solve most, if not all our problems. If all the prisoners had AA degrees, they probably wouldn't be in the prisons. Education improves self-esteem; it improves focus and direction, communication skills.

### *What has been your greatest challenge?*

Getting funding for the additional items to make the overall program work well and look good. Lack of backup funding, support people to clean the shop, order supplies.

### *What has been your greatest accomplishment?*

My greatest accomplishment recently has been organizing and getting this large department running smoothly. We doubled the size of the program, from 125 to 250 students, in five years. We almost doubled the size of the facility with the original grant money. We're the first community college program in the state to have a regional program. Dr. Louis Zellers, the college president, was instrumental in making sure the program was finished on time.

### *If there were one thing you could change about your job, what would it be?*

I have a big facility with equipment, vehicles, tools. If I had support people, I could do more for students: recruit people, get funding.

### *What teaching tip would you like to share with your colleagues?*

I'd say the biggest is taking an active interest in your students. Talking to them, listening to their problems. A lot

*continued from previous page*

of students don't have anyone to talk to. I've had homeless students. The second thing is to follow up with classroom activities, make sure they understood and completed the assignment.

A lot of people call the community college system a second chance. If we can educate people, we'll have less problems in society, we won't have to put as much money in the welfare system and prisons. We're really in the people business. It serves all aspects of society. If I was governor, I'd mandate that everybody after high school has to complete two years of community college before they're 26.

***Why is being a FACCC member important to you?***

I probably would've been a member earlier, but I was never approached. I read a mailing to the college, thought about it and sent it in. Because the teachers in California, including community colleges, are really being shortchanged in many areas. Many people, both in the public and in government,

don't have a clue what teachers have to do for what they're paid, besides teaching the class.

That's why a lot of young people don't go into teaching; they see what their teachers go through. I know that FACCC takes a vested interest in funding and improvements in technology. Mechanics need to re-certify every four years because many of the technologies they learned are obsolete.

***What's one thing most people don't know about you?***

That I'm still a big kid [laughs]. My mother asks me if I still have my motorcycles: "You can't be 54 and have motorcycles." That's probably why I relate to the kids so well. *nr*

*Do you know a FACCC member who should be spotlighted? E-mail [faccc@aol.com](mailto:faccc@aol.com) with the subject "Faculty Focus."*

## Join the FACCC Listserves

**FACCC is moving its listserves. To discuss community colleges issues with your colleagues via e-mail, join the lists by e-mailing:**

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- ☐ [CCC-PartTime-subscribe@onelist.com](mailto:CCC-PartTime-subscribe@onelist.com) (for part-time faculty issues)
- ☐ [FACCC-Newhire-subscribe@onelist.com](mailto:FACCC-Newhire-subscribe@onelist.com) (for issues of concern to faculty hired in the past five years)

Leave the subject and message blank, or simply write "SUBSCRIBE."

### **A Note on the FACCC Listserve for New Faculty Members**

**F**ACCC understands that new faculty members are concerned about learning the ropes, working toward tenure, figuring out the maze of bureaucracy both locally and statewide, and making sure they're the best possible teachers.

FACCC has started a listserve specifically for newer California Community College faculty members to connect with each other and glean wisdom from other faculty members who will participate on the list.

To join, e-mail: [FACCC-Newhire-subscribe@onelist.com](mailto:FACCC-Newhire-subscribe@onelist.com) (leave the subject and message blank)

When you join, please feel free to introduce yourself and ask questions about topics you're concerned about. Contact Paul Simmons at [paulq6r9s@aol.com](mailto:paulq6r9s@aol.com) if you have questions.



# Showman, Salesman, Scholar

by Ron Russell, Monterey Peninsula College

On my first teaching assignment more than 20 years ago, I stood broken-hearted before a class of listless evening students in my creative writing class.

I realized I was a rather painful caricature of a teacher. Although I was competent, conscientious and courteous, and was certainly imparting a wealth of information, I was clearly failing to captivate, inspire or entertain the students. I floundered before them, unsure of my role, unsure of my goal. That night I drove home with tears in my eyes for having been so utterly boring and officious.

During the 30-mile drive, I strained to crystallize my own feelings about a modern instructor's role in education. I made a mental list of the best and worst teachers I had had from grammar school through the university. I asked myself what made the best ones effective, charismatic and well loved.

Suddenly, I realized that all the best teachers possessed the attributes of being "showmen, salesmen, and scholars" in equal measure. Those teachers generally blended the three qualities seamlessly, but were also able to summon them forth individually to fit their students' needs and moods at any particular moment. I saw the errors of my ways! I had been a drag and a bore, and layered beneath this silly facade were my true teaching strengths: my humanness, my humor, and my love of writing and literature.

Perhaps this epiphany was born as much from youthful naivete, ebullience (or delirium) as philosophic insight. And perhaps in the name of modesty I should concede that the results of this pondering might not add any new dimensions to pedagogy for other teachers. But seeing the role of teacher molded into these three distinct segments helped me form a standard for my own abilities. Allow me to explain my use of the terms.

Instructors who love their work exude "showmanship." They radiate enthusiasm, humor and personality—unlike teachers who believe that education must always be a "stern" business and often beleaguer students with their

pomposity and pretension. Humorless and somber teachers frequently value knowledge, but not people. Without personality or wit, they place little value on a joke or a sincere smile. Often they have strong minds, but cold spirits. The crime they commit in a class is they are not lovable. Lacking charisma, they are dull, bookish or perfunctory. Their classrooms have a morgue-like atmosphere devoid of laughter and life and animation. When their students grow bored or restless, these teachers secretly or overtly charge them with inability or indifference.

Such teachers ignore the character of their times by not realizing that modern students are bombarded with entertainment, and hunger for humor and amusement, even when they are learning. Of course, instructors need not (and must not) turn themselves into buffoons, nor their classrooms into circuses. Indeed, they must never forget that foremost they are educators, not court jesters. Yet like entertainers, they must become skillful in timing, pacing, improvising, storytelling, balance, presentation, projection and humor.

By "salesmanship" I mean instructors must be cogent, persuasive, business-like and professional, and must realize that students often don't know what is truly important to learn. The teacher

must continually reaffirm the subject matter's relevance and importance by selling and motivating students to buy the intangible, precious merchandise of education. Too many instructors assume students enter a class possessing the same appreciation for the subject as the teacher. Yet, in fact, even postgraduate students may fail to see the importance of mastering the coursework at hand. As a salesman, the teacher must repeatedly show them the profit in their labor. To achieve these ends—to convey a love for the subject matter, to demonstrate its importance to their future professional and personal lives—the teacher must be a master marketer.

I have also selected the word salesmanship because it connotes service, and the finest instructors I've seen reveal a sincere desire to serve the students. This attitude—when sincere and not obsequious—constantly reminds the students that instructors are toiling for the students' sake, not the reverse. Some teachers shudder when I propose

**Instructors  
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treating students like paying customers, for they imagine the approach will cost them a lack of respect or a loss of authority. Quite the contrary, when teachers convince students that their welfare is paramount, the teachers are rewarded with genuine affection and esteem. To me, "salesmanship" also entails the utmost courtesy, so instructors, like astute merchants, never place their "clients" in embarrassing or demeaning situations. To achieve our goals, we must safeguard the students'—our clients'—psychological comfort.

My use of "scholarship," of course, is obvious. Teacher competency is the foundation of any classroom. Only fools assume work for which they are not qualified. Students soon uncover fraudulent instructors who are unprepared or ineffectual, and these students soon vanish from the audience of those who cannot teach clearly, simply and effectively.

Indeed, experiential and educational preparation are key factors in a teacher's success, but the acumen to select only relevant and functional knowledge coupled with the ability to convey this knowledge succinctly, clearly and logically are equally important.

Moreover, as theories in pedagogy whirl in perpetual revolution, scholarly instructors must always be alert and receptive to new techniques and strategies, yet remain cautiously eclectic. Surely no single theory, method, or technique can suffice to answer all the needs of all learners at all times. How easy it is for some of us to dip haphazardly into aspects of every conceivable method or mind-

lessly embrace, reject, or jumble everything together. Instructors must not be ambivalent, vacillating followers who fall prey to every new theory, but they must unflinchingly question their old techniques and pursue new ones that are more effective and enjoyable for students.

Thus in keeping with this simple premise, perceptive instructors must forever carry a pedagogical shovel to either bury or exhume theoretical principles, new or old, which they know through intuition, experience or education to be valuable or valueless. For what is more deadly than a teacher who has allowed old techniques to fossilize into inane and ineffective habits or who allows new, unfounded techniques to supplant better time-tested ones?

Labeling these major components as "showmanship, salesmanship, and scholarship" has helped me perfect my classroom presentations. Each component also reminds me to focus on students' needs and not my own. Generally, when I find my classes going poorly, I also find that the solution lies with me. Today when I am having problems in my class, I stop and ask myself where I might have lost a balance in these three components. When I restore the balance (and at times this can be done overnight), my problems generally vanish. ¶

*Ron Russell, a former newspaper editor, began teaching about 25 years ago. He teaches at Monterey Peninsula College and the Naval Postgraduate School in Monterey.*

Do you have a story to share on teaching techniques? FACCCTS would like to hear it. E-mail [facc@aol.com](mailto:facc@aol.com).

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# The Nonnative Myth

by Sabri Bebawi, Long Beach City College  
& Golden West College

**N**ativeness" in English (or lack of thereof), may be an issue when applying for an English as a Second Language/English as a Foreign Language teaching position.

The credibility of nonnative English-speaking teachers is often challenged on the grounds that they have an "accent" or that they do not look "American," meaning white Anglo-Saxon. <sup>1</sup>This may force such teachers to be confronted with discriminatory hiring practices. Studies show that many administrators in California believe that only native English speakers could be good teachers of ESL. <sup>2</sup>

It is the responsibility of nonnative English-speaking teachers and educators to address the issue and to present the argument that credibility and competence, while significant matters, are irrelevant to whether the teacher is a native English speaker. It is also their responsibility to educate administrators and hiring committees of the many benefits a nonnative English-speaking teachers may bring to the classroom.

Unlike what many administrators believe, the ideal ESL/EFL teacher is not necessarily a native speaker. Most studies agree on identifying the qualities of a credible teacher. Among the qualifications of a good language teacher most often stressed are training in ESL/EFL pedagogy, an in-depth understanding of the English language and knowledge of the second language acquisition process. "Nativeness" is not included. <sup>3</sup>

In addition to these qualities a good language teacher should possess, nonnative English-speaking teachers enjoy several advantages. They often have an enhanced understanding of the students' needs and an ability to predict language problems. In turn, they provide a much-needed

skill in designing instructions targeting these areas of language problems.

Understanding, as sometimes is the case, sharing students' linguistic and cultural background contribute to a positive learning environment. Furthermore, nonnative English-speaking teachers often function as models of successful language learning and can empathize with their students' experiences as second language learners. <sup>4</sup>

The myth that the ideal ESL teacher must be a native-speaker of English will not disappear on its own. In order to dispel it, both administrators and nonnative English-speaking teachers must take active roles. Administrators need to be active listeners. They ought to listen to the students' comments about their nonnative teachers. They also need to evaluate the success rate nonnative part-time teachers achieve. As for the nonnative teachers, they must continue their steadfastness against all the challenges they face. *ññ*

*Sabri Bebawi teaches advanced writing at Long Beach City College and reading and grammar at Golden West College. He recently revised the English as a Second Language curricula for adult education at the Orange County Community College District.*

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<sup>1</sup>Rubin, D.L., "Nonlanguage Factors Affecting Undergraduates' Judgments of Nonnative English-speaking Teaching Assistants," *Research in Higher Education*, pp. 33(4), 551-531, 1992.

<sup>2</sup>Kamhi-Stein, L.D. "Overcoming the Barriers Faced by Nonnative English-Speaking Professionals in TESOL," UCLA paper, 1997.

<sup>3</sup>Kamhi-Stein, L.D., Lee, C. & Lee, E., "Listening to the Voices of Nonnative English-Speaking Teachers and Teachers-in-Preparation," paper presented at the conference of California Teachers of English to speakers of other languages, Pasadena, Calif., April 1998.

<sup>4</sup>Kamhi-Stein, L.D. (1997, March). *NNES TESOL Educators: On being role models for future professionals*. Paper presented at the annual conference of the Teachers of English to Speakers of Other Languages, Orlando, FL.

# The Big Test Fails to Deliver Exposé

by John McFarland, Sierra College

**T**he reviewer's First Commandment is to attend to the work at hand and not berate the author for a book he did not write.

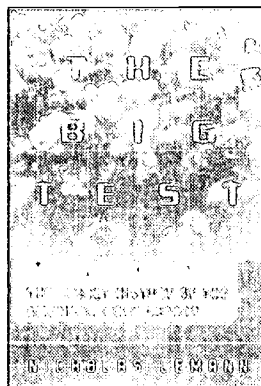
Yet how else is one to discuss *The Big-Test* by Nicholas Lemann? Its marketing stresses the unprecedented access he got to the archives of the hyper-secretive Educational Testing Service, whose corporate files are sealed like the Vatican's. Its subtitle, *The Secret History of the American Meritocracy*, celebrates the discoveries he carried away. But sadly most of what he tells is from other, quite accessible sources and of far less consequence than what he left untouched in ETS' vaults.

The "secret" Lemann tells consists mostly of the efforts of two university presidents to restrict admission to their campuses to the most talented and, by their consequent reliance on ETS' SAT, how they transformed it into "The Big Test." The unexcavated information back in the ETS concerns the suitability of its instrument as a measure of student ability. The magnitude of this neglected opportunity is obvious to anyone familiar with the questions that surround the SAT. What proof does exist that it really measures "aptitude?" Does it better predict college success than other gauges? How successfully can test-preparation services increase scores on it? ETS has published its official answers to all of these questions but neither the supporting data nor internal memos interpreting them are open to public gaze.

From Lemann, however, we hear a different story, of the 1933 departure from the Harvard presidency of a man whose trinity of Puritan names—Abbott Lawrence Lowell—seems alone to have credentialed him in his station. The chemist who replaced him that year, James B. Conant, was ordained by scholarship, not genetic inheritance, and he wanted a different college.

Under Lowell, Harvard students could devote themselves to intense (but good-natured) sports competition and an equally exuberant carnality. The dusting of erudition that he seems to have hoped for did occur but infrequently.

This was tennis with the net down but Conant wanted to establish more than academic rigor. He wished to transform Harvard utterly, so that its graduates gained learning at the trunk, not merely in the bark. Beyond that purpose: to turn out what Lemann (borrowing from Pre-Modern China) calls "mandarins," a superbly skilled elite



trained for political and social leadership and imbued with an ethic of *noblesse oblige*.

For such a project Conant needed a gene pool broader than the private academies then supplying Harvard. Lowell would have thought it rummaging for diamonds in dustbins, but Conant hoped to recruit from the nation's best public high schools. And, since grades alone could not identify an

"aristocracy of talent," he envisioned a test that would locate "aptitude" (innate intellectual agility) and not simply "achievement" (a bank of knowledge acquired in school.) In 1934 he admitted with full scholarships 10 mid-western youths who, in addition to alpine GPAs and glowing testimonials, sported high scores from a special SAT.

Nothing is counted until it counts. These young men, with their downstairs ancestries, could not have gotten into Lowell's Harvard with a bolt cutter, but Conant held wide the door when he saw their SAT numbers.

Henry Chauncey, the assistant dean who helped Conant initiate the scholarship program, left in 1945 to head the ETS. It is his papers that make up the bulk of Lemann's modest finds in that body's archives. A huckster with Harvard manners, he proved the ideal skill for ETS.

The war had created many testing firms to answer the armed forces' needs for quick means of selecting men with special talents. The same businesses now jostled for the eye of campus admissions officers who faced the flood stage of the GI Bill. Chauncey's line was that, since ETS was a non-profit, it alone practiced the science of testing untainted by money lust.

Here, precisely, is what Proust called "not the practice of disinterest but its vocabulary." The ETS, after all, would have gone broke without the \$10 fee it took from every test-taker. And what is scientific about a firm that conducts its business behind a shield of secrecy?

Chauncey seems not to have talked much about natural aristocracies and the word "meritocracy" was not coined until 1958. Its inventor was a young British socialist who

*continued on next page*



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published a mock doctoral dissertation purportedly written in the year 2030.<sup>1</sup> It replicated nicely the pretences of Conant by describing how the world had come to be governed "not so much by the people as by the cleverest people."

The same year as Young's book appeared four million Americans were college undergraduates and another half million stood at the gates, taking the SAT. In six years more the tidal wave of Baby Boomers would crash ashore. Nowhere was this more painfully apparent than in California, a veritable factory of youth and a state with its demography further skewered by young people migrating from other states.

Clark Kerr, chancellor of the University of California, saw in this not opportunity but disaster, a releasing of little foxes among his vines. His system had to admit high school graduates pretty much on a first-come basis and regardless of qualifications.

Lemann gets Kerr's response to this "threat" exactly right. Kerr devised, championed and secured legislation of a Master Plan for Higher Education solely to protect UC. It would have the first pick of the high schools' harvest, leaving second cull to the state colleges. Their status as mere three-hold Buicks was further clarified by denying them the title "universities."<sup>2</sup> Junior colleges, as they were then known, were franchised to sort through what was left. In Kerr's mind this seems to have meant separating the huddled masses from the wretched refuse.

Yet like Conant, Kerr lacked faith in GPAs as a sole determinant on aptitude and so he turned to the SAT as a second filtration device. Overnight UC became ETS' largest customer.

Thus far Lemann leaves unsaid as much as he reveals. He creates the impression, for instance, that the idea of meritocracy leapt full-born from the forehead of Conant. But in 1933 the notion of a small university-trained elite was already a century old. Napoleon had introduced a structure of higher ed to develop both governmental bureaucrats and military technicians for France. A critic of his named St. Simon hoped to counter the brutality of Napoleon's regime and create a world of perpetual peace by educating young idealists—"Archimedes," in his lexicon, to replace the destructive egotism of "Alexanders." Service to society was so central to St. Simon that one of his followers coined a new term for it, "socialism."

<sup>1</sup> *The Rise of Meritocracy* by Michael Young.

<sup>2</sup> This honor was belatedly conferred in the 1980s, when its meaning was diluted by for-profits like National "University."

The idea reemerged in the United States when the sociologist and economist Thorstein Veblen distinguished between "business" (as conducted by pirates like Carnegie) and "industry" (which, with the guidance of engineers, would meet the needs of society scientifically.)

By 1932 Veblen's ideology was termed "technocracy" and its most articulate advocate, Stuart Chase, had just published a book entitled *A New Deal*. Only months later FDR borrowed the term for his first presidential campaign and the economic planning embedded in some of his early programs could be called technocratic. New Deal agencies, moreover, were soon staffed by idealistic young men, typically from campuses like Harvard.

As Lemann represents Conant's ideas they seem to have fully matured only in the early 1940s, after the New Deal had ended. But even if he held his "meritocratic" ideas in 1933, Conant was less an inventor than a creature of the concept.

Far more to the point, Conant's ideas had almost no impact on later events. He had wanted the mandarin to be small, even to the point of reducing his campus's total enrollment, but under his presidency post-war Harvard's student body duplicated the growth in other universities. The dream of Clark Kerr, who coined the infamous term "megaversity," prevailed, as did Kerr's idea of "merit," which set the bar for admission a few notches lower and expected little idealism from UC graduates.

Which brings us to Lemann's ignorance of academic politics. Clearly, he assumes that the goals of a university president will determine what happens in the classroom. Conant failed and Kerr succeeded because the latter alone backed the kind of institution the faculty wanted. The official natter from the emerging Cold War University spoke of education but the professors spent most of their time in research.

And Harvard continued to enroll the sons of old families, at least when their admission could be lubricated by generous bequests. The private academies that once supplied the Ivies with their doltish hedonists switched to ferociously academic training. Public high schools, while accounting for more admissions than in the past, never became the principle source of Harvardoids.

More importantly, ambition, not *noblesse oblige*, fueled college attendance. This would not have surprised historian Richard Hofstadter, who once observed that America is governed by "a democracy of cupidity rather than a democracy of fraternity."

And so, the revelations that Lemann has shared with us, whether "secret" or not, glisten less than gold. They are incomplete and not of much moment.

This leaves untold a far juicier story, not one of CEO fantasies but of ETS marketing. Note the fact that SAT scores rise from 200 to 800 on both the math and verbal scales, but that every score has a zero at its end. This means that there are not 1,600 total gradations but 120.

Further, like the IQ (with which the SAT shares pretensions) most scoring places students in the middle, between 450 and 600 on each scale. The effect is that it takes far fewer correct answers to move from a good score of 600 to a perfect 800 in math or verbal than from an acceptable 500 to 600.

Again as with the IQ, the SAT is far more reliable at the extremes (totals of 400 to 700 or 1,400 to 1,600), where it is usually unnecessary, than in the middle, where it could be of genuine help to an admissions officer. This is because a student with apical scores will almost always have other indices, like high school grades in honors programs, whose prophetic powers are even greater. There are other trustworthy predictors: the educational and socioeconomic levels of parents, the likelihood that students will live on campus, attend full-time and not hold an outside job. Since elite-campus students can usually check all or most of these boxes "correctly," the SAT score is superfluous. Its value consists entirely in supporting bragging rights about which campuses get the most student trophies.

If the SAT were of value, then, it would be in extrapolating the degree to which a student with (say) 1,100 total points has a better chance of success than one with 1,000. In real science—the periodic table comes to mind—mathematical differences signify real differences. No published evidence suggests the same for SAT scores in the middle range.

This is probably because a testing instrument confined to multiple-choice answers does not really fillet the taker. It registers neither commitment nor gumption. Indeed the student who succeeds in class by dogged effort is penalized by the test's time restraints. Nor can creative students exhibit what separates them from others within the confines of four-choice answers. (We might add that the

very idea of multiple choice testing presumes that knowledge can be diced up like convenience food, an attitude that many college instructors labor mightily to dislodge from their students.)

And then there is the question of services that prepare students to take the SAT. Lemann discusses a New York entrepreneur who created perhaps the first business to boost test scores, but he also reports, with seeming approval, ETS denials that such endeavors can succeed. This

is a crucial matter, since a test (as Lemann explains) must have both "validity" (i.e., predictive capacity) and "reliability" (i.e., consistent scores when the same person retakes it.) Obviously, if students can be successfully prepped, the SAT fails by both of these measures. The fact that it has never submitted the matter to an open and independent study exposes ETS' claims to a skepticism bordering on cynicism.

One must also discount any assertion that a test can separate "aptitude" from "achievement." All intelligence testing presumes a knowledge base and the SAT requires expertise in math up through geometry and a vocabular range than can best be mastered by memorizing from lists of words. (The virtue of the ACT,

SAT's principle competition and the test of choice in the Midwest, is that it overtly measures what students have learned, by discipline.)

The point is not that Lemann should have devoted himself to rehearsing these criticisms. They are already nicely developed elsewhere.<sup>3</sup> It is rather to suggest that he might profitably have explored how the ETS files dealt with the value of "the big test" itself and avoided the off-ramp that dropped him into matters of little significance. *ni*

*John McFarland is a former FACCC president and was a 1995 recipient of a Hayard Award for Excellence in Teaching. He teaches history at Sierra College in Rocklin.*

<sup>3</sup> See David Owen's *None of the Above: the Myth of Scholastic Aptitude*, now back in print in a new edition.

**[The SAT's]  
value consists  
entirely in  
supporting  
bragging  
rights about  
which cam-  
puses get the  
most student  
trophies.**

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# See What You're Missing on the Web

The following excerpts are from Question of the Month at [www.faccc.org](http://www.faccc.org).

## February 2000

If Gov. Gray Davis offered you \$50 million for part-time faculty, what percentage would you apportion to (1) job conversion (converting part-time positions into full-time jobs) and to (2) pro-rata pay (equal pay for equal work)?

- \$50 million will not go far in providing full-time jobs. Moreover, we need to raise part-timers from the poverty level until more full-time jobs can be created (remember, we have part-time colleagues working for as little as \$22 per hour) and AB 1725 can be fulfilled. Therefore, the answer is obvious. If the \$50 million part-timer fund is put into the budget, it should go toward part-timer pay. PERIOD.—Lin Fraser
- The most important issue for PTers, in my opinion, is PRO-RATA PAY. The equity issue must be our central focus. Students and faculty deserve the respect of FT service pay and recognition. PTers deserve to be treated and paid as full service faculty, and the system deserves that we teach and act like full service faculty with appropriate office hours, benefits, pay and seniority rights. If we lobby for these things, then, maybe, more full-time positions will follow. If not, then, at least, our students will have full service faculty who are treated with the respect they deserve regardless if they teach one class or six classes.—Deborah Dahl

## January 2000

The new "Master Plan for Kindergarten—University" is expected to last 25 years. What would be your single highest recommendation to the Master Plan committee for California Community Colleges reform?

- Separate TTIP funds into separate and distinct categories: 1) library technology and 2) distance education and related technologies. Lumping them together now causes serious problems. Library technology supercedes instructional technologies in this district. The tail is wagging the dog. Library services should augment student learning, not supercede classroom instruction. — Brad Lopez
- Start by indicating the importance and value of education and training!—Charles Lunt
- Keep the long view. Keep politicians and reformers out of it for at least ten years....or more. Remember Clark Kerr's attempt in the '60s?—W. Jon Lambden

## December 1999

An upcoming FACCCTS will explore the issue of academic dishonesty. "Do you think cheating in the community colleges has increased in recent years? Why or why not? What is your experience?"

- It seems only a very few resort to cheating usually in desperation because they are failing. I try to maintain a professional atmosphere in the class and encourage collaboration, but using alternate copies of exams and random access to questions during practicals cheating is minimized.—Dell P. Redding
- When I have large lecture classes cheating has been an occasional problem. But it is no more common than it was 25 years ago. Of course I may be unable to see or hear as well?—Steve Stocking



# The 50 Percent Law: Valuing Education Over Administration

by Teri Bernstein, Santa Monica College

*Editors' note: The Santa Monica College Faculty Association, an independent union, brought a legal challenge to the college district's implementation of the 50 percent law. The issues described here may be ultimately decided by a court.*

Most of us deal with personal budgets that are full of constraints—house and car payments, saving for college or retirement, emergency repairs to belongings or bodies. Our core values guide our personal financial decisions, and these financial decisions shape our lives in major ways.

The California Community Colleges also make financial decisions based on core values. While the governor's budget and annual legislative battles reflect the short-term changes in political power (which FACCC helps us influence) these primarily address the allocation of new revenue to the community college system. But the core values that guide the expenditures of these resources, once revenues have been allocated, have been established by the "50 Percent Law" (Education Code 84362).

Legislators envisioned at least half the funds going to instruction—and a big part of the non-instructional funds spent on student services. The Legislature did not envision the out-of-control growth of spending on administration and administrative "perks." According to the legislative record:

*"The policy judgement underlying this bill [50 percent law] is that school districts are expending too much money on administration...It is believed that the need for extensive counseling and administrative services would be substan-*

*tially reduced if the classroom teacher was not confronted with overly large classes and that the teacher can provide the most effective guidance." (1961 bill memorandum to the governor)*

If the Chancellor's Office and the CCC Board of Governors were to return to the core values established by the 50 percent law, more of the funds currently allocated to the CCC would be spent on instructional costs such as part-time office hours and improving the full-time/part-time faculty ratio, tempering much of the controversy that arises in the consultation process. Partnership for Excellence money could be divided based on the same split, reaffirming the need, when addressing student success issues, for spending at least half the money on instruction.

## The Law

The 50 percent law was most recently updated and reaffirmed about 10 years ago, but it has been on the books in some form for over 100 years. Its mandate is clear: at least half of each college's unrestricted operational expenditures must be for direct instruction (salaries and benefits of teaching faculty and tutors or aides supervised by teaching faculty). The law also states that partial teaching assignments must be pro-rated, and that long-term cost items like buildings are excluded from the calculation altogether (see chart below).

The problems with the 50 percent law have arisen because administrators generally do not like the constraint of a minimum spending level for instruction. The balancing requirement places a constraint on what administrators can spend on themselves. Administrators want the "flexibility" to spend all the money without constraint. Unfortunately, "exclusions" that go beyond the loopholes allowed in the

### 50 percent law balance

Direct  
Instruction  
of  
students

Student service faculty  
Supplies and Utilities  
Classified employees  
Administrators and Consultants  
Travel and entertainment expenses  
Campus repair and maintenance

Outside of calculation: books, equipment, facilities, categorical, community service

law and "miscodings" which obscure the reality of the expenditures can provide flexibility that does not exist in the 50 percent law itself. This is why enforcement of this law is so essential.

### **Enforcing the 50 Percent Law**

The Chancellor's Office and the CCC Board of Governors are responsible for enforcing this law. They do this through rules and regulations in Title 5, making auditing requirements, and reviewing forms and reports. These appear to provide enforcement guidelines in form, but fail to live up to the spirit of the law in substance.

The "Budget and Accounting Manual" is the basic rulebook, but interprets the law toward administrator flexibility and away from the core value of spending half the budget on instruction. Also, according to the Contracted District Audit Manual, very few items need to be examined for accuracy before district certified public accountants may certify that a district is "in compliance" with the 50 percent law. And the only way the Chancellor's Office would ever bring an enforcement problem to the CCC Board of Governors' attention is if the college district itself confessed to being out of compliance and filed for an "exemption," which most likely would be granted.

This is analogous to an individual taxpayer underpaying her taxes and then calling up the IRS to request that she be audited!

Is this adequate enforcement? We, leaders of the Santa Monica College Faculty Association, think not. Our suspicions were originally raised regarding the enforcement of this law when we saw non-instructional expenditures increasing as a percentage of the budget, but no change in the 50 percent law compliance calculation. Our investigation found that not only did there appear to be problems unique to the college, there were problems that were system-wide (see lottery sidebar).

Because the audit requirements are minimal, and the Chancellor's Office active enforcement of this law is

**The "Budget and Accounting Manual" is the basic rulebook, but interprets the law toward administrator flexibility and away from the core value of spending half the budget on instruction.**

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## **Lottery Money: Lowering Funds for Instruction?**

**O**ne very puzzling interpretation by the Chancellor's Office is the treatment of lottery funds.

Lottery funds (Government Code 8880.5) are required to be spent on instruction. But the Chancellor's Office documents tell college districts to manually exclude their lottery funds from the entire calculation, lumping it with non-instructional expenditures like buildings.

Our college district reports the lottery expenditures on the CCFS-3 II form, a financial report filed every September with the Chancellor's Office, as "utilities" or "supplies." The result, ironically, is that a district following the chancellor's guidelines can spend less on instruction than if no lottery money had been received. In simple math terms:

### **Before lottery money**

\$10,000 in expenditures

50 percent x \$10,000 = \$5,000 spent on instruction

### **After lottery money: Best case**

\$1,000 in lottery money; \$11,000 total

\$5,000 before lottery on instruction

\$1,000 in instructional lottery money

\$6,000 total on instruction

or: 50 percent x \$11,000 = \$5,500 minimum

### **But—Chancellor's Office guidelines tell districts to do this:**

Take the total expenditures: \$10,000

Subtract the lottery revenue - 1,000 = \$9,000

50 percent x \$9,000 = \$4,500 spent on instruction

The guidelines as interpreted by the Chancellor's Office (on the annual financial report form) decrease the amount required to be spent on instruction!

The colleges spend the money on non-educational uses that are excluded from the 50 percent law calculations.

The colleges account for the money as educational, deducting it from the instructional portion of the 50 percent calculation.

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virtually non-existent, there are easy ways for a college district that is, in fact, OUT of compliance with the law to appear to be in compliance. Districts can miscode non-instructional expenses (e.g. coordinator salaries) as instructional, and/or miscode operational expenditures to an excludable category such as community services. This manipulates the percentage. There is no way that the "voluntary compliance"-based enforcement provisions set up by the Chancellor's Office would ever catch these "mistakes."

What a temptation this situation must present to administrators longing for flexibility!

### **What Can We Do?**

It is too expensive, too technically demanding and too time consuming for individual unions or taxpayers to undertake correcting the problems in enforcing this law on a district-by-district basis. But we can garner support on a statewide basis for a legislative audit of this issue, to determine the extent of the problem at the district level as well as the Chancellor's Office involvement.

In addition, we can press the CCC Board of Governors to force changes in the Contracted District Audit Manual so that a level of testing occurs as part of the annual audit process that will give real assurance as to compliance with the law.

We can also pressure the Legislature to make minor corrections in the law to limit the exclusions (that drive down instructional spending requirements), and to remove the Budget and Accounting Manual from Title 5 until it is fully aligned with Education Code 84362, and an oversight committee with faculty union representation is in place to review changes before approval by the CCC Board of Governors. A separate law limiting the percentage spent on administration, or requiring a separate minimum spending on student service faculty would also serve the same purpose: spending our CCC dollars where it counts most—educating our students. That is our core value. ❧

*Teri Bernstein is chief negotiator for the Santa Monica College Faculty Association and teaches accounting and business at Santa Monica College. She has been a FACCC member since 1986.*

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## **FACCC ANNUAL MEETING, March 19**

## **FACCC LEADERSHIP LOBBY DAY, March 20**

**J**oin your colleagues for the FACCC Annual Meeting on March 19 and Leadership Lobby Day on March 20 in Sacramento. See the February issue of *InFACCC* for details or visit [www.faccc.org/lobbyday.htm](http://www.faccc.org/lobbyday.htm)

The annual meeting will feature opportunities to submit and read resolutions to be voted on at the FACCC Conference, Sept. 21-23 aboard the Queen Mary in Long Beach, and hear FACCC Board of Governors candidate speeches.

FACCC encourages all members to attend Leadership Lobby Day. We'll meet for a legislative training and series of briefings from 9:30 to noon. At noon, the FACCC Political Action Committee will sponsor a lunch featuring Sen. Dede Alpert, chairwoman of the Senate Education Committee.

From 1:30 to 5 p.m., we'll lobby our legislators about the state budget, State Teachers Retirement System and part-time faculty issues.

Community colleges struggle for public attention, which centers mostly on K-12, CSU and UC. Meeting with your legislators during FACCC Leadership Lobby is one great way of increasing awareness and understanding of faculty concerns in the Capitol, where legislators make decisions that affect your professional lives.

But you don't have to wait for FACCC's annual lobby day to tell elected officials your concerns. See [www.faccc.org/advocacy.htm](http://www.faccc.org/advocacy.htm) for information and tips, or contact Government Affairs Director David Hawkins at [advocatedh@aol.com](mailto:advocatedh@aol.com) for a copy of the FACCC guide "Lobbying In Your Own Backyard."

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# CALENDAR

## MARCH

March 19—FACCC Annual Meeting, Sacramento

March 20—FACCC Leadership Lobby Day, Sacramento

## APRIL

April 1—FACCC workshop for part-time faculty on testifying in legislative hearings, and how to calculate retirement credit and benefits. Rio Hondo College boardroom. See [www.faccc.org](http://www.faccc.org) for details or call (916) 447-8555.

## MAY

May 6—FACCC Board of Governors, Sacramento

## JULY

July 1—Talk with your staff development officer about securing funding for the FACCC Conference. See [www.faccc.org/conf.htm](http://www.faccc.org/conf.htm) for details or call Paul Simmons at FACCC.

## SEPTEMBER

Sept. 21-23—FACCC Conference, Queen Mary, Long Beach.

Visit "What's New" at [www.faccc.org](http://www.faccc.org) to stay updated on the latest FACCC news and events.



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109

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# Teach & Earn Retirement Under DROP

by John Baley and Jim Stanton

**H**ow would you like to retire with an extra \$175,000? FACCC is sponsoring legislation, carried by Assemblyman Rod Wright (D-So. Central Los Angeles), which would provide an optional retirement plan for faculty who may need a lump sum payment to pay off a mortgage, an outstanding debt or to finance an extended vacation.

FACCC developed the bill with the support and consultation of California State Teachers' Retirement System and the Los Angeles Faculty Guild AFT Local 1521.

CalSTRS' Deferred Retirement Option Plan would allow faculty members to declare their retirement three to five years early. While continuing to teach, the monthly benefits they would have received will be placed into an alternative investment plan. After the three-to-five-year period, in which faculty members continue to teach and earn their salary, they will have an option of receiving a lump sum payment or increased monthly retirement benefits from the DROP investments.

The DROP would be a voluntary program available to all CalSTRS members and would not require any negotiations at the local level. If enacted, the DROP will provide CalSTRS members the opportunity to continue earning their salary and district benefits, while their retirement funds are invested into a separate account that would be available once their teaching tenure ended.

When a CalSTRS member elects to participate in DROP, the member's service credit and final average salary are frozen at the time the DROP option is taken. Earnings from the annual retirement pension investments are tax deferred until withdrawals are made from the account.

The DROP plan can be designed so there are no additional costs to CalSTRS, and no additional costs to the

CalSTRS member or the college district. Thus, members electing the DROP option would not in any way degrade the CalSTRS pension fund or the pension options for other retired members.

Here's an example of how DROP would work:

If you are 62 years old with 35 years of service credit, and assuming 3 percent annual raises, your salary history might look like this for the final 36 months compensation that your CalSTRS benefits would be based on:

- 1998 - \$60,194
- 1999 - \$62,000
- 2000 - \$63,860

If you chose to retire in 2000, you would be eligible for a monthly CalSTRS benefit of \$4,341 per month.

Now, still assuming 3 percent raises, your salary future would look like this:

- 2001 - \$65,776
- 2002 - \$67,749
- 2002 - \$69,782

If you postponed your retirement until June 2003 with 38 years total service credit, your CalSTRS monthly benefit would be \$5,150, or \$809 higher than if you had retired in 2000.

However, if you had chosen in 2000 to opt for the DROP, you would have continued to work earning your salary and district benefits. Your monthly retirement benefit at that point (\$4,341 per month) would be invested in a DROP account earning compounded tax-free interest (about 8 percent interest) until you quit teaching three years later in 2003.

Thus, when you actually did retire three years later, you would no longer be receiving a salary from the district, but you would receive your \$4,341 monthly CalSTRS benefit along with your DROP account that would have accrued more than \$175,000.

If you choose to withdraw this money, and after paying taxes, you could pay off your mortgage, cover any outstanding debts, or take a vacation. You could also convert your \$175,000 into a 20-year tax-free annuity



**CalSTRS'  
Deferred  
Retirement  
Option Plan  
would allow  
faculty  
members to  
declare their  
retirement  
three to five  
years early.**

.....

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that would pay you close to \$1,500 per month until you reached age 85. This annuity option would provide you nearly \$665 more a month for 20 years than if you had waited until 2003 to actually retire and didn't choose the DROP option.

The DROP does have some drawbacks. For instance, you will not receive new retirement benefit improvements to CalSTRS that occur during the years you are in the DROP plan, or receive a monthly benefit increase if substantial salary increases occur during this same DROP period. However, FACCC believes that for many faculty

members a lump sum payment, or additional funds that can be invested, is a substantial financial option that faculty members should have available to them.

The good thing about DROP is faculty members can make the decision that best suits their personal needs without additional costs to CalSTRS, other retirees or college districts. FACCC hopes this legislation's success adds to the other comprehensive CalSTRS improvements we're asking the governor to support this year. ❧

*John Baley is chairman of the FACCC Board of Governors Retirement Committee and teaches mathematics at Cerritos College in Norwalk. Jim Stanton is a retirement committee member and teaches accounting at MiraCosta College in Oceanside.*

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## What Else Is Happening on the Retirement Front?

CalSTRS estimates it will have more than \$10 billion in excess funds this year—money FACCC believes it should spend on improved retirement benefits.

As part of the statewide Retirement Coalition, FACCC is working on a CalSTRS package to present to Gov. Gray Davis.

Some of the package's components that coalition members are discussing include:

- Full compensation so all your earnings are applied toward your retirement, not just your base salary
- Increasing the career bonus for teaching over 30 years along with an age factor increase from 2.4 to 2.5 percent
- One year final compensation instead of the current three years requirement
- 80 percent purchasing power to fight inflation
- and yearly ad hoc benefits for actives and retirees that are paid for based on available money.

FACCC is also holding discussions with CalSTRS to pursue changes in the law that would allow part-time faculty—not their districts—to decide if they want to be in the CalSTRS Cash Balance Plan or not.

The CB Plan provides immediate vesting for part-timers, and ensures they will benefit from their retirement investments. Under current law, districts have the authority to decide whether this option is available to part-time faculty.

And FACCC is continuing its efforts to remedy districts' reluctance to accurately compute part-time faculty service credit.

For more information on FACCC's proposed legislation for 2000, see [www.faccc.org](http://www.faccc.org), *FACCC Weekly E-mail Report*, and the monthly newsletter *InFACCC*. Excerpts are available on the Web site at [www.faccc.org/pubs.htm](http://www.faccc.org/pubs.htm). ❧

# Misc.

## FACCCTOTUM

*I touch the future. I teach.*

—Christa McAuliffe

*Good teachers are costly. Bad teachers cost more.*

—Bob Talbert

*Who dares to teach must never cease to learn.*

—John Cotton Dana

*Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task.*

—Haim G. Ginott

*As it is the mark of great minds to convey much in few words, so small minds are skilled at talking at length and saying little.*

—Francois de La Rochefoucauld

*The sea does not reward those who are too anxious, too greedy, or too impatient. To dig for treasures shows not only impatience and greed, but lack of faith. Patience, patience, patience, is what the sea teaches. Patience and faith. One should lie empty, open, choiceless as a beach - waiting for a gift from the sea.*

—Anne Morrow Lindbergh

*A good example is the tallest kind of preaching.*

—African Proverb

*Thoughts are the whispers of the soul;  
They are the truths of your own being.*

—Maricarda

*A home is no home unless it contains food and the fire for the mind as well as for the body. For human beings are not so constituted that they can live without expansion. If they do not get in one way, they must in another, or perish.*

—Margaret Fuller

*Words are, of course,  
the most powerful drug used by mankind.*

—Rudyard Kipling

*Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything.*

—Muhammad Ali

## FastFACCCT:

**The California  
Community Colleges  
are home to  
70 percent of  
the state's public  
college students.**

## Call for Writers, Artists

FACCCTS, the journal of the Faculty Association of California Community Colleges, seeks contributors for articles, commentaries, teaching tips and book reviews. FACCCTS also seeks artwork, graphics and cartoons from community college faculty and students.

### Deadlines

April 24 for the June 2000 issue  
July 17 for the September 2000 issue  
Oct. 9 for the December 2000 issue  
Jan. 15 for the March 2001 issue  
April 16 for the June 2001 issue

For writers' guidelines, see [www.faccc.org/pubs.htm](http://www.faccc.org/pubs.htm)  
or contact

FACCCTS Managing Editor Katherine Martinez at  
(916) 447-8555 or [k7martinez@aol.com](mailto:k7martinez@aol.com)

## More reasons to come to the 2000 FACCC Conference

- 1) **Leadership Track:** Learn how to be more effective by honing your leadership skills at local and statewide levels on various issues.
- 2) **Policy and Politics Track:** Learn how to influence legislation and to elect community college-friendly candidates for office.
- 3) **Funding** is available both through staff development and from Technology Training Funding, union support, and other sources. This could be one of the least expensive conferences you'll ever attend!
- 4) Help develop FACCC policy; discuss and vote on motions and resolutions from the floor and forwarded from the March 2000 annual meeting. And honor our faculty members and legislators of the year!
- 5) Visit the birthplace of FACCC. Nearly 50 years (and 20,000 members) ago, FACCC had its humble beginnings in Long Beach. Celebrate with us as we begin the 2000s right back where we began.

## Conference Seminars

### THURSDAY, SEPTEMBER 21

#### Leadership Track:

- Change Agents/Identifying Campus Culturals
- How to Run an Effective Meeting
- Facilitator Skills
- How to Deal with Difficult People
- How to Use Humor as A Facilitator

#### Technology Track:

- Technology At Large, Medium and Small Colleges Funding Deals For Technology
- PAC TEL Demonstration and Discussion-Using Video Conferencing
- On-Line Courses
- Smart Board Technology in the Classroom

#### Policy & Politics Track:

- The Bill Game: How Legislation Really Gets Passed  
"Testimony: How to Influence Legislators at the Capitol"  
Making Faculty a Political Force
- Getting CCC Faculty Issues into the News
- Mock Election – The Real Election Process –  
Elect Your Candidate

#### Other Seminars:

- Community Service
- Part-time issues: "Going to the Well: Getting Answers"
- And more!

### FRIDAY, SEPTEMBER 22

#### Education Summit,

Facilitated by Larry Toy, former FACCC President and CCC Board of Governors President; now CEO of the Foundation for California Community Colleges.

Featuring representatives from community college groups, the Chancellor's Office, business, the media, the California Legislature, the clergy and others; this summit will address the key issues facing our system and our state in the decades ahead.

#### Invited participants include:

- Dan Walters, political columnist for The Sacramento Bee
- Senator Bruce McPherson
- Assemblyman Alan Lowenthal
- Beverly O'Neill, Mayor of Long Beach
- Linda Collins, President, statewide Academic Senate for California Community Colleges
- Warren Fox, Executive Director, California Postsecondary Education Commission
- President of the California Student Association of Community Colleges

*Continued on back page*



## Schedule continued

- Delaine Eastin, Superintendent of Public Education
- Tom Nussbaum, CCC Chancellor
- Diana Fuentes-Michel, Gray Davis's Undersecretary of Education
- George Skelton, Capitol Reporter, Los Angeles Times
- Tom Collins, CEO, Long Beach Memorial Hospital

### Friday Evening Reception:

Presentation of Awards to Honored Faculty

## SATURDAY, SEPTEMBER 23

### General Session:

The November 2000 Elections: Strategies, Issues, Faculty Involvement

Democratic and Republican political consultants and FACCC Advocates

### Lunch:

Presentation of awards to honored legislators

### General Session:

More discussions of issues from the Conference

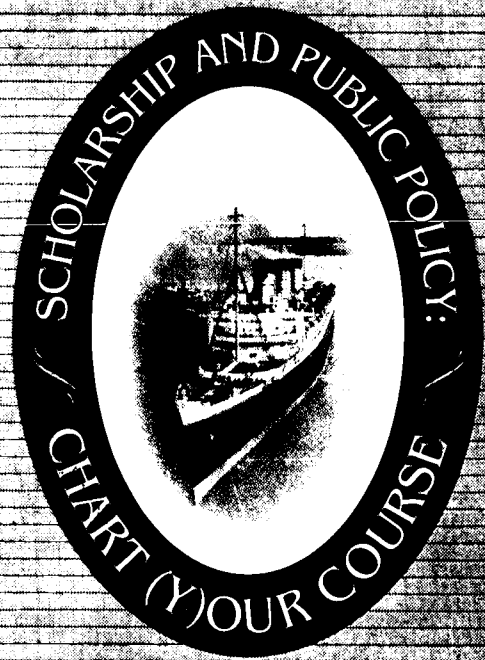
Motions and resolutions from annual meeting and brought forward from the conference sessions.

### President's Cocktail Reception

The Members of the Honorary Conference Committee  
Invite you to attend.

Alma Aguilar, Teresa Aldredge, Ricardo Almeraz, John Baley, Leon Baradat, Norbert Bischof, Brendan Brown, Fran Chandler, Zoe Close, Edith Conn, Lynda Corbin, Jim Custeau, Timothy Dave, Thelma Epstein, Mona Field, Carl Friedlander, Janet Green, Clo Ann Hampton, Richard Hansen, Bud Henry, John Jacobs, Reona James, Chini Johnson-Taylor, Marjorie Lasky, Fran Leonard, John McDowell, Mike McHargue, David Megill, Gary Monell, Del Nelson, Mary Ann Newport, Erna Noble, Henry Pacheco, Chaumonde Porterfield-Pyatt, Margaret Quan, John Queen, Consuelo Rey, Carolyn Russell, Sondra Saterfield, Jacqueline Simon, John Smith, Dennis Smith, Joan Stroh, Darwin Thorpe, Richard Valencia, Janis Ward, Carrol Waymon, Sam Weiss, Lance Widman, Hugh Wilkoff, Barbara Wright, Robert Yoshioka.

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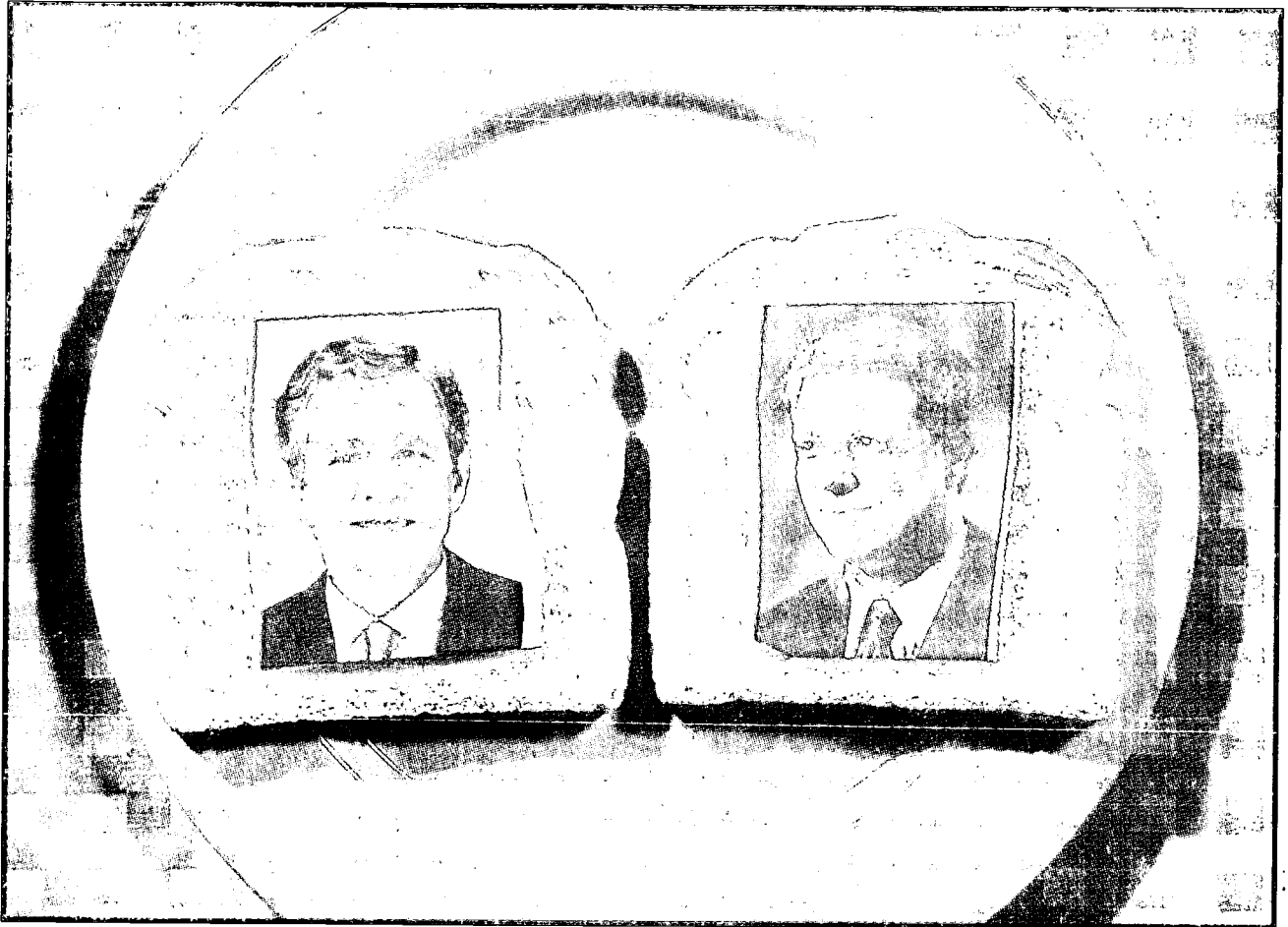
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# FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES  
Volume 6 Number 4

June 2000



## *White Bread Blues*

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**Why the American Voters Nominated  
Bush and Gore, p.11**

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Also: *Little Hoover Report Flawed, p. 8* • *The Internet: Pinocchio's Pleasure Island, p.24*

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### Advertiser Index

- p. 2—Columbia Information Systems
- p. 2—Educators Value Travel
- p. 12—University of Sarasota
- p. 14—Modern Language Association

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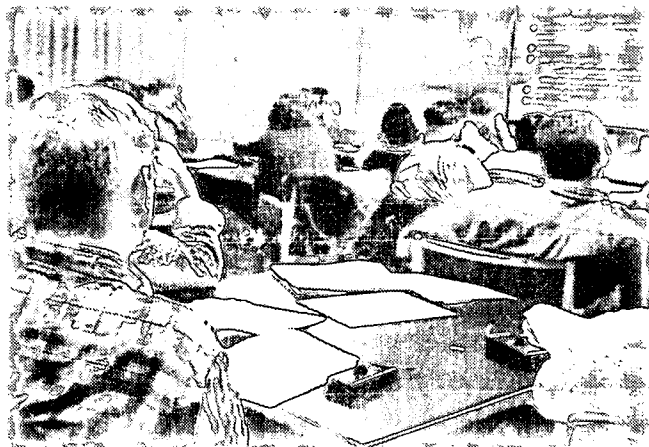
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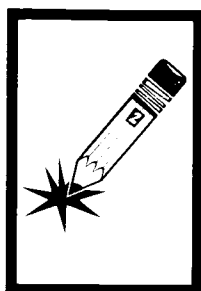
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## Tell Gray Davis Your Story

Page 6

FACCC Vice President John R. McDowell, Jr. of Los Angeles Trade-Technical College describes how faculty members can help Gov. Gray Davis understand the community colleges better: by writing and telling their personal stories of how underfunding affects them and their students.



## Little Hoover Report Flawed

Page 8

FACCC President Carolyn Russell of Rio Hondo College explains why the recent Little Hoover Commission report on the California Community Colleges fails. She says it simply doesn't provide enough concrete evidence to convince us that the system lacks teaching excellence and isn't doing enough for students.

- 4 Review of Year Reveals Victories
- 5 Master Planners Seek Comments
- 10 FACCC Awards Announced
- 17 FastFACCCTS
- 21 Member-Get-A-Member
- 22 Welcome New Members
- 24 The Internet: Pinocchio's  
Pleasure Island

- 26 Join the FACCC Listserves
- 29 Reply to Master Plan Questions
- 32 The Education Summit
- 33 FACCC Conference Highlights
- 35 Web Site Offers More Info
- 36 College Hall of Fame
- 37 Book Review: *The Harvest Gypsies*
- 38 Retirement Improvements  
Gain Speed

On the cover: *Blue Plate Special*. Photo illustration by Chris Crewell.

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## Review of Past Year Reveals Victories

The frenzy of finals and grades, the promise of summer, the time for asking what worked and what didn't—these are sure signs that the academic year is drawing to a close.

Although FACCC's advocacy continues year-round, our fiscal and governance year finishes soon.

### FACCC focused on five major

**issues:** funding, retirement, full-time faculty hiring, part-time benefits and salaries, and Partnership for Excellence fiscal accountability.

**Funding:** (1) FACCC-sponsored Assembly Bill 2337 (Denise Ducheny, D-San Diego/Dede Alpert, D-Coronado), if successful, will provide funding stability for the California Community College system. Its components include a property tax backfill (the same given K-12), equalization, deficit reduction, declarations on an adhered-to Proposition 98 split with K-12, and the systemwide retention of student fees for the community college budget.

(2) The Consultation Council agreed on an \$80 million Human Infrastructure increase in the colleges' budget. The bulk of the funds is for part-time faculty benefits and salaries, the remainder for hiring full-time faculty and staff, salary increases, staff development, and diversity.

(3) FACCC worked with Assemblyman Scott Wildman (D-Los Angeles), chairman of the Joint Legislative Audit Committee, to gain the committee's approval to direct the state auditor to examine (a) college districts' compliance with the "50 percent law," which requires colleges to spend 50 percent of their education expenses on instruction and (b) part-time faculty working conditions and salaries.

(4) FACCC and the Academic Senate co-sponsored workshops on the state budget in early fall.

**Retirement:** FACCC successfully sponsored Senate Bill 713, for minimum allowance protection. AB 2456 (Roderick Wright-D, South Central Los Angeles), and the Deferred Retirement Option Plan bill is making its way through the legislative process. Working with the statewide Retirement Coalition, (FACCC's David Hawkins just completed a term as chairman), we are pushing for health coverage, increased age and career bonuses, Rule of 85, and other benefit enhancements.

**Full-time faculty hiring:** The Consultation Council members agreed to accept the Infrastructure Task Force's



Carolyn Russell

recommendations for modifying Title V. The changes would require community college districts to develop a five-year plan to increase full-time faculty hires when colleges receive unrestricted funds beyond growth and Cost of Living Adjustment.

**Part-time faculty:** Gov. Gray Davis signed FACCC co-sponsored AB 420 into law last year.

Though it did not ultimately provide seniority and rehire rights, it increased funding for and access to office hours and health benefits and mandated a California Postsecondary Education Commission

study on salary patterns—preliminary findings were due in March. When CPEC did not respond, FACCC successfully pushed for a study through the state auditor, who is examining the issue now. Another JLAC hearing in January sharpened the focus on part-time faculty issues. FACCC co-sponsored AB 2434 readdresses rehire rights and the diversity concerns of the Chancellor's Office; the Human Infrastructure fund begins to address salary issues. FACCC held workshops for part-timers on retirement benefits and techniques for testifying in legislative hearings.

**Partnership for Excellence:** Chancellor Tom Nussbaum, at the recommendation of the Human Infrastructure Task Force, agreed to ask the California Community Colleges Board of Governors to adopt new conditions that would ensure local collegial governance processes are followed and that PFE reports are reviewed in open, college district board meetings before the Chancellor's Office receives them. The CCC board was scheduled to decide on these conditions in May.

**FACCC was a presence in Sacramento** at CPEC, Consultation Council, the CCC Board of Governors, and the task forces for Marketing Research, Education Code Review, Human Infrastructure, Partnership Contingency Fund, Student Outreach, and the Diversity subcommittee. FACCC was active in the Council of Faculty Organizations and sent a liaison to the Academic Senate meetings. Other political activities included participating in the American Association of Community Colleges lobby day in Washington, D.C. FACCC hosted a reception at the state Democratic convention in San Jose, and will host another at the September state Republican convention in Palm Springs.

FACCC will continue to translate sound educational values into public policy.

*Carolyn Russell is president of FACCC and teaches English at Rio Hondo College in Whittier.*

# Master Plan Reviewers Seek FACCC's Comments

**T**he legislative committee in charge of developing a new Master Plan for education has asked FACCC to provide its opinions and comments on community colleges.

The original Master Plan was developed in 1960 and became law one year later, and was slated to last 15 years. Forty years later, it remains the benchmark by which our higher education systems function.

**Once per decade** the Legislature has assigned a joint committee of assembly members and senators to develop a comprehensive review of the original document. This year's committee, led by chairwoman Sen. Dede Alpert (D-San Diego), has been charged with expanding the framework to include K-12 education.

While the Joint Committee to Develop a Master Plan for Education is now discussing K-12 education, it's also preparing to examine the state's higher education systems. In preparation, the committee has asked FACCC the following questions about community colleges (see FACCC's answers on page 28):

(1) Do California's educational institutions have the necessary infrastructure in place to prepare and/or attract the numbers and types of faculty that will be needed to accommodate the enrollment growth of the next decade – estimated at 714,000 additional students in public education systems by 2010 – and to replace current faculty who may be retiring or leaving for other reasons? What does your organization assess as the appropriate level of state capacity for the annual production of new faculty?

(2) Are the current minimum qualifications for employment – be it part-time, full-time, non-tenure track or tenure track positions – appropriate to the mission of your system?

(3) Is expertise in one's discipline sufficient preparation to be effective as teaching faculty? Does your association support the proposition that some form of pedagogical training is needed to meet the educational needs of students in your institution?

(4) What circumstances or conditions does your association regard as essential to creating a successful teaching-learning environment, and to what extent are those conditions or circumstances evident in your institutions today?



Jonathan Lightman

(5) How would your association define "quality" in higher education (for your institution and/or beyond)? What would constitute good indicators of a quality education?

(6) Does your organization consider diversity – with respect to gender, ethnicity, philosophical orientation or other factor – to be an important component of the tenured faculty for your institution? If so, what mechanisms does your association support to promote that objective?

(7) What opportunities constitute appropriate ongoing professional

development for faculty? Are any such opportunities thought to be sufficiently critical to warrant your institution being *required* to provide them, or to *require* faculty participation in them?

(8) Does your association believe there are critical elements to building and sustaining a quality teaching-learning environment that are (or should be) the exclusive responsibility of tenured faculty? If so, please identify them and provide a brief rationale.

(9) Should there be a statutory requirement or goal for the distribution of full-time and part-time faculty or should this be left to campus discretion? Is there a point at which the proportion of full-time to part-time faculty threatens institutional capacity to sustain high quality teaching-learning opportunities?

**(10) One compelling reason** for maintaining public educational institutions is that they provide benefits to the public commonwealth (e.g., meeting the need for additional teachers, nurses, etc.). In what ways can public colleges and universities become more responsive to state priorities that require academic achievement and/or applied research while balancing traditional faculty flexibility to determine the academic priorities of institutions?

(11) In what ways can California's colleges and universities better align collegiate curriculum with that of California's public schools?

FACCC encourages all members to follow the Master Plan committee's discussions, and provide comments either through FACCC or directly to the committee. Link to the Master Plan committee Web site at [www.faccc.org](http://www.faccc.org) under "Web Links." Please tell us your thoughts. ✎

Jonathan Lightman is executive director of FACCC. His e-mail address is [JLFACCC@aol.com](mailto:JLFACCC@aol.com)

# Tell Gray Davis Your Story

by John R. McDowell, Jr.,  
Los Angeles Trade-Technical College

All our hard work is beginning to pay off. FACCC helped community college leaders build consensus on a budget proposal this year, and the state Legislature at press time was putting the final touches on the budget for the California's Community Colleges.

Could this be the year that state government finally awakens to our colleges' pressing fiscal needs?

In his January proposed budget, Gov. Gray Davis proposed new funding for growth, a 2.84 percent Cost of Living Adjustment, and other improvements.

Under the leadership of new Assembly Speaker Bob Hertzberg (D-Sherman Oaks), Assemblywoman Denise Ducheny (D-San Diego) and Assemblywoman Sarah Reyes (D-Fresno), the Assembly proposed adding \$300 million to the governor's budget, including money to hire more full-time faculty, increase pay and office hours for part-time faculty, improve technology, and fund such priorities as student outreach and success, financial aid, books, and mentoring. These budget priorities have strong bipartisan support, and the Senate will most likely cap off a good budget season by supporting them.

## Now, we face the most important, and

in many ways, the most daunting challenge of all – reaching the governor. You may be tempted to believe that this would be the easiest hurdle of all, since Davis spoke so eloquently at our 1998 FACCC conference in Pasadena of the importance of community colleges and increasing their budgets. He committed to providing money to hire more full-time faculty and promised a more equitable Proposition 98 split with K-12, which alone would add almost \$300 million.

But somewhere between Pasadena and the statehouse, Davis seems to have fallen out of step. In many ways he

continues to be the “man of the people,” representing many interests and issues of the average Californian. I have two school-age daughters, several nieces and nephews, so I am thrilled that the governor “gets it” when it comes to the importance of improving K-12 education, and maintaining the University of California system as world-class.

But when it come to community colleges, where 1.5 million working people and their children strive to obtain the educational foundation for a better life, the governor is largely missing in action.

One begins to wonder if his patrician background as a Stanford graduate, or his many years on the UC Board of Regents, have left him incapable of fully appreciating the community

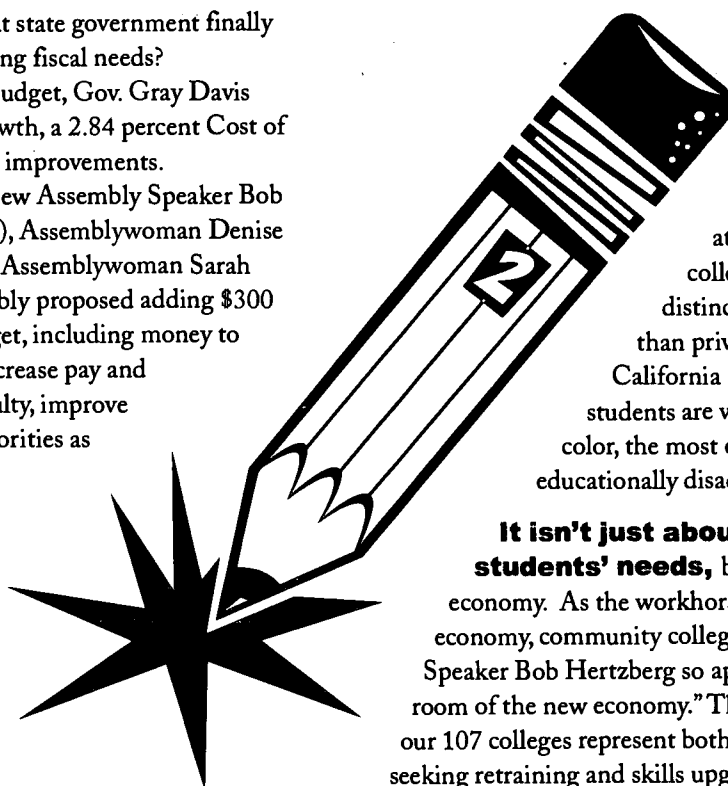
colleges. After all, we serve a distinctly different population than private universities or UC and California State University. Our students are working class, people of color, the most economically, socially and educationally disadvantaged.

## It isn't just about students' needs,

but the needs of today's economy. As the workhorse of California's dynamic economy, community colleges really are, as Assembly Speaker Bob Hertzberg so aptly expressed, “the classroom of the new economy.” The 1.5 million students in our 107 colleges represent both today's workforce—those seeking retraining and skills upgrading—but also the promise for the future. The new economy can grow to its full potential only if the community colleges are technologically tops.

Community colleges are the open door to the new immigrant, the welfare mom moving to economic independence, those seeking basic skills, and the poorest and most needy among us. Community colleges are central if we want the new economy to blossom, and if we want the wage and income gap in our increasingly polarized society to close.

Given this reality, is our problem with the governor that we have failed to communicate the consequences of



chronic underfunding? We serve a needy population, and we do it well for the money and resources we have. Is it now just taken for granted that we will continue to do a great job despite being the nation's most underfunded system of higher education? We almost seem to take it as a badge of courage that we can do the best for least, *and* suffer silently.

We faculty members and our students know that our mission is increasingly more difficult to perform at state funding that is \$2,000 below the national average per full-time student. How well we know our need for new equipment and modern facilities, and, like K-12, smaller classes. And we experience the unfortunate loss our students suffer when our colleges have too few counselors and librarians, too few support services, too little staff time available to provide all the help our students need to succeed.

We could, and should, do much more for our students. And, when funding matches our level of commitment and need, we *will* do much more. When our colleges receive the money they deserve, everyone will be a winner: the student, the employer, the economy and the community.

Our task now is to move from asking why the governor does not seem to get it, to making sure that he does. Write, fax, and call the governor's office. Everyone needs to send a message. You don't need to be erudite or scholarly. Leave the statistics to FACCC. Just tell *your* story, and your students' stories.

Do you need to hire more full-time teachers, counselors or librarians? In your program, do the part-time faculty need paid office hours? Do you need updated instructional equipment and new technology? Do you spend your own

**Perhaps, if  
we all tell the  
story we  
know best,  
we can  
communicate  
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that has yet  
to reach the  
governor's  
ears.**

## Letter-Writing Tips

Write to:

**Governor Gray Davis  
State Capitol  
Sacramento, CA 95814**

Dear Governor Davis:

[Introduce yourself as a FACCC member, and give your college and title.]

[Ask him to support the \$80 million proposal for the California Community Colleges Human Resources Infrastructure program for part-time faculty benefits and salaries, hiring full-time faculty and staff, salary increases, staff development and diversity. Explain how it will help you and your college.]

[Thank him for considering your request.]

Sincerely,

[Include your name, address and daytime phone number.]

money for supplies or materials, or suffer without adequate support?

**Perhaps, if we all tell the story we know best,** and tell it as we know it personally, we can communicate a message that has yet to reach the governor's ears. I believe that if we tell the community college story, Davis will respond. I believe he will honor his pledge to us and to the people of California to provide adequate funding to improve our colleges.

So pick up your pens, or go to your computers, and write. Pick up your phone and call. You owe it to yourselves, to your students, and to our colleges. ¶

*John R. McDowell, Jr. is vice president of FACCC and heads The Labor Center at Los Angeles Trade-Technical College.*



# Little Hoover Report Flawed by Anecdotal Evidence

by Carolyn Russell, Rio Hondo College

In England, if you drop by someone's flat unannounced, you might catch him "hoovering."

The expression comes from the brand name "Hoover" and refers to vacuuming.

The origin of the Little Hoover Commission's name is, of course, from another source, but the image of someone taking a quick sweep across the community college carpet, picking up dust and valuables and tossing them unsifted, into a bin, sticks.

Many of you have probably heard of the Little Hoover Commission's March report "Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges."

The commission, an independent state oversight agency created by the Legislature in 1962, spent 13 months reviewing the community college system. The report, based largely on anecdotal evidence according to the endnotes, concluded that although the colleges play a vital role in California higher education, they're not doing enough to recruit students or boost student transfers to four-year universities. The report also criticized community colleges for not emphasizing teaching enough, and for lacking incentives to improve teaching.

Other important concepts surface in the report. They include recognizing the need for a different funding model, regional cooperation among colleges, access, local boards' responsibility to serve their communities, flexible calendars, increased student support services, staff development, a stronger CCC Board of Governors and regional governance offices.

The report offers some recommendations for meeting these needs, such as financial incentives for colleges that improve course completion rates and transfer rates, recruit disadvantaged students, and that help students find high-wage jobs.

The report also suggests revisiting the "adequacy" of tenure, and creating an "office of accountability."

All its suggestions demonstrate a lack of understanding of what community colleges are doing and, indeed, what they can do.

Read the complete report "Open Doors and Open Minds" at <http://www.lhc.ca.gov/lhcdir/report154.html>. Pay special attention to the section "Making Teaching Count."

That section bemoans the lack of teacher quality. While "community colleges have faculty who demonstrate excellence in the classroom... These faculty are the exception."

The rationale for our inadequacy? (1) New hires have little teaching experience, (2) faculty members have not taken courses in pedagogy, (3) professional development programs do not support teaching, (4) and the tenure process does not "prioritize teaching excellence."

## New Hires

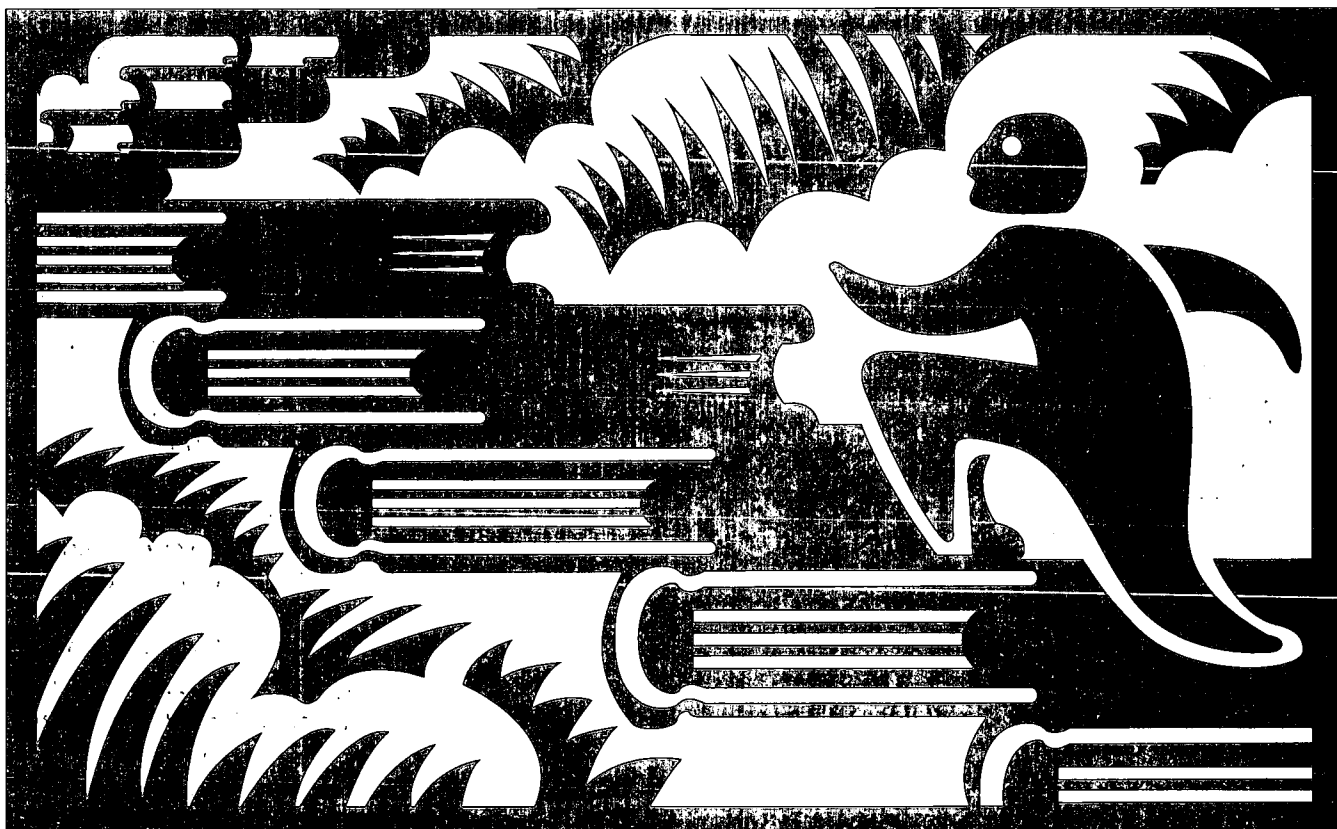
The report includes copies of job announcements, with experience listed as a desirable qualification. Why don't community colleges hire only experienced teachers? the report naively asks.

If every college hired only experienced teachers, we soon would have no faculty left to hire. More importantly, though, diversity is a system priority. Colleges can create larger, more diverse candidate pools when they welcome people with new master's degrees. It's true that these new faculty members need mentoring and guidance. The system must address this.

## Pedagogy

It's hard to say that courses in pedagogy can't be valuable, though I'm reminded of the film *Getting Straight* in which Elliot Gould's character could not get his degree until he learned to thread a projector. But who would teach community college faculty these courses? University of California or California State University faculty members who probably weren't required to take coursework in pedagogy, who teach 25 percent to 50 percent fewer classes than community college faculty, and teach the top one-third of high school graduates, not all comers?

**If the  
commission  
wants to "clean  
our carpets,"  
it must be more  
thorough and  
use better  
tools.**



### Professional Development

The report features an example of a flex activity that does not “support teaching.” In it, a botany teacher will teach faculty to “learn how to identify, collect, press and mount local chaparral plants.” It seems worthwhile to me for faculty to wear students’ shoes occasionally and watch a colleague at work.

### Teaching Excellence

Finally, the report asks how it’s possible for contract faculty to receive tenure if they don’t teach well. The answer is, they don’t. Colleagues and administrators evaluate contract faculty members primarily on classroom observations. Student evaluations are part of every evaluation portfolio. Ask administrators why contracts are not renewed. The answer will be because the contract faculty member didn’t meet the high standards of community college teaching.

I suppose I should be heartened by the commission’s conclusion that ranks community colleges number one “among all higher education institutions, according to capacity to serve large numbers of students with diverse needs.” But the report admits to “limited research” and “informal telephone surveys.” The “Sacramento high-tech firms” that bemoan our inability to provide them with enough workers turned

out to be, according to the report’s endnotes, one representative from one company.

While “Open Doors and Open Minds” helps us by calling attention to the fact that community colleges are poorly funded, and are asked to offer more services to more people, its findings are flawed. Its evidence is anecdotal and exaggerated. The report succeeds only in demonstrating how little the commission understands community colleges, even after a year of research.

If the Little Hoover Commission is going to judge community colleges on anecdotal evidence, why not talk with state legislators who have told FACCC how a California Community College education changed their lives?

Why not ask our students about their experiences? I’m confident they’ll say that community college faculty have provided them with some of their best learning experiences.

If the commission wants to “clean our carpets,” they must be more thorough and use better tools.

*Carolyn Russell is president of FACCC and teaches English at Rio Hondo College in Whittier.*

To contact the Little Hoover Commission and request a copy of the report, write to 925 L Street, Suite 805, Sacramento, CA 95814. E-mail: [little.hoover@lhc.ca.gov](mailto:little.hoover@lhc.ca.gov). Telephone (916) 445-2125. Fax: (916) 322-7709. Web: [www.lhc.ca.gov](http://www.lhc.ca.gov).



# ***Congratulations***

to the following winners of the 2000 FACCC Awards. The FACCC Board of Governors Awards and Scholarship Committee will present the honors during a ceremony at the FACCC Conference, Sept. 21-23 at the Queen Mary, Long Beach. For more information on the conference, see pages 31-34 or visit "Workshops" at [www.faccc.org](http://www.faccc.org).

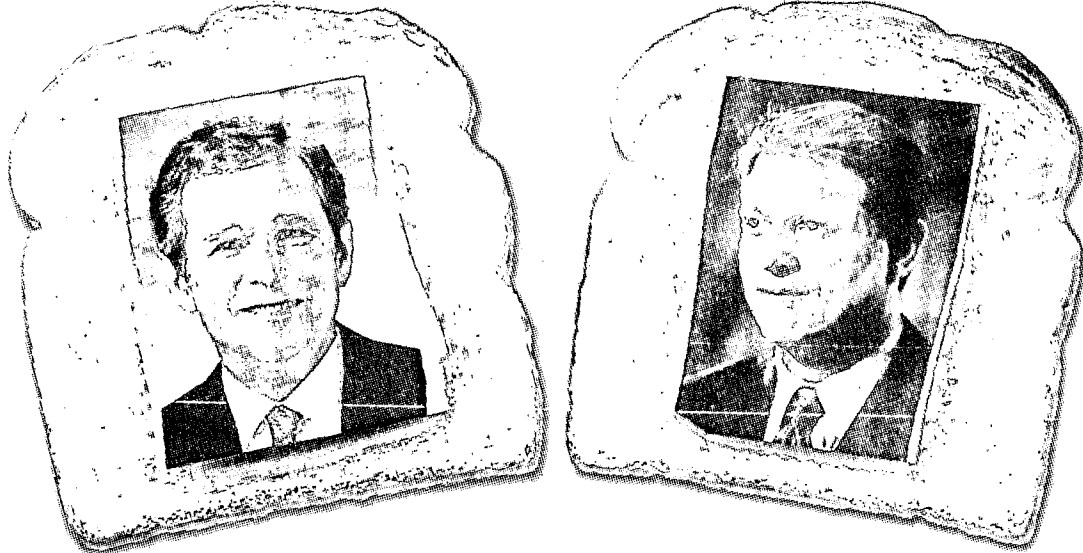
**John Vasconcellos Advocate of the Year Award**  
**Irene Menegas, Diablo Valley College**

**Full-Time Faculty Member of the Year Award**  
**Teresa Walker Aldredge, Cosumnes River College**

**Part-Time Faculty Member of the Year Award**  
**Sam Russo, El Camino College**

A special award for literary achievement will be presented to  
**John McFarland, Sierra College**  
for his contributions to *FACCCTS*

# *White Bread Blues*



## **Why the American Voters Nominated Bush and Gore**

by John F. McFarland, Sierra College

**I**n 1886 Lord Bryce returned to England from a tour of the United States. His would be one of the last efforts by a European to explain to his countrymen the follies and eccentricities of “those Americans.”

Some, like the novelist Dickens, cast no more than amused glances at the yokelish ways of their country cousins. But others—political commentators like Bryce and the earlier Tocqueville—had endeavored to understand the American experiment in democracy.

Since Plato, Europeans have harbored the fear that democracy is the very womb of tyranny. Yet astoundingly, Americans had knitted a central government so gossamer in its authority as to barely brush against its citizens. No better exhibit of this power cavity could be found than the American president, who could be addressed plainly as “Mr.”

It was clearly too shallow a pool to attract the ambitious, and it led Bryce to what he found to be democracy’s “most glaring question,” namely, “Why great men are not chosen president.”



# CALENDAR

## JULY

July 1—Talk with your staff development officer about securing technology funding for the FACCC Conference. See "Workshops" at [www.faccc.org](http://www.faccc.org) for details or call Paul Simmons at FACCC.

July 7-9—FACCC Board of Governors Planning Retreat, Folsom

July 17—Deadline for *FACCCTS* submissions.

## SEPTEMBER

Sept. 21-23—FACCC Conference, Queen Mary, Long Beach

## OCTOBER

Oct. 9—Deadline for *FACCCTS* submissions.

Visit "What's New" at [www.faccc.org](http://www.faccc.org) to stay updated on the latest FACCC news and events.

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## Call for Submissions

*FACCCTS*, the journal of the Faculty Association of California Community Colleges, seeks contributors for articles, commentaries, teaching tips and book reviews. *FACCCTS* also seeks artwork, graphics and cartoons from community college faculty and students.

Some suggested topics include academic integrity (students cheating, faculty ethics), teaching techniques and tips, team teaching, technology, innovative programs, partnerships, the academic and vocational roles of the community colleges, part-time faculty and retirement.

### Deadlines

July 17 for the September 2000 issue (Academic Integrity)

Oct. 9 for the December 2000 issue

Jan. 15 for the March 2001 issue

April 16 for the June 2001 issue

For writers' guidelines, see "Publications" at [www.faccc.org](http://www.faccc.org) or contact FACCCTS Managing Editor Katherine Martinez at (916) 447-8555 or [k7martinez@aol.com](mailto:k7martinez@aol.com)

The Englishman Bryce clearly puffs up in contemplating the matter. He lived toward the end of what might be called The Golden Age of the British prime ministry. There were still the giants Salisbury and Gladstone and recent memories as well of Disraeli.

**Yet the American executive was stalled in vapor lock.**

Dawdling in the White House during the same period were, forgettably, Hayes, Garfield, Arthur and Benjamin Harrison. An index of their quality is the esteem granted the very ordinary Grover Cleveland as vastly their superior. Nor would things improve when Cleveland was replaced (We hear now from the poet Vachel Lindsey) by "The respectable McKinley/"The man without an angle or a tangle."

But suppose Bryce were to return today. Would he find his question any less "glaring?" What elevated lessons were there for him to learn from the administrations of Carter and Clinton, Ford and Bush? What is the measure of achievement when the somnolent Ronald Reagan ranks above them?

And what hope for relief lies in the robotic candidates the primary voters have winnowed out for our final choice in November?

True, the 20th century hosted a number of significant presidents, but for the most part their importance was thrust upon them. It is crises that make for presidential achievement and (as Clinton has recently complained) there is no way of forcing the matter.

**The test of greatness was not intelligence,** at least as academics understand it. After FDR was elected, Justice Oliver Wendell Holmes granted him an interview and famously found him to combine "a first class temperament" with, sadly, "a second class intellect." Yet Roosevelt entered the White House at the nadir of the Depression and died months short of the end of World War II. These were the greatest two crises the nation faced in the 20th century and his response to them was, on the whole, successful.

**Gore and  
Bush II  
[confine]  
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their views  
from a small  
pot of  
conventional  
attitudes...**

Nor is the test one of experience. Truman had been selected as "The Missouri Compromise," the least offensive of those considered for the vice presidency. He had neither the training nor the instinct for diplomacy. Yet his response to the Soviet presence in Europe probably qualifies him as the most important president-diplomat, ahead of Wilson, FDR and Nixon, all of whom brought better credentials to the task.

**Bereft of crises, Americans will not abide a strong leader.**

In moments of peace and prosperity, presidents are expected to stay out of the way. Not for nothing is their title derived from a sedentary activity: they *preside*.

King Canute raged against the ocean's roaring waves. But what does presiding mean when the waters are calm? Presum-

ing that they should bring their government to a happy repose, some presidents built their popularity on their success with that soporific function. That colossal anaesthetist Calvin Coolidge would have been unbeatable in the 1928 election had he not, by a fabled ambiguity, announced that he did "not choose to run."

In some degree Gore and Bush II, by confining themselves to ladling their views from a small pot of conventional attitudes, work in the Coolidge tradition of waveless politics. We must remember that the blade fell in the primaries on those who violated this principle, Bradley and McCain.

**Bradley presented himself as a muller of ideas,** an intellectual capable of transcending the ruts of ordinary political discourse. This is a pose adopted by at least one Democrat in every presidential primary since Stevenson. But because it surrounds its practitioner in clouds of vaguely liberal ruminations without letting on what he will actually do, it will soon alienate voters. And with some reason: those of us who remember Jerry Brown's governorship know the dangers in someone who picks up ideas like toys and then discards them with the same promiscuous whimsy. The style might be harmless in a

He appears to have meant, not that he would not accept a nomination from his Party, but that, if nominated, would not submit himself to the indignities of a campaign. Other Republicans would have to assume that burden.]

**"The style bible for most college students."**

—Newsweek

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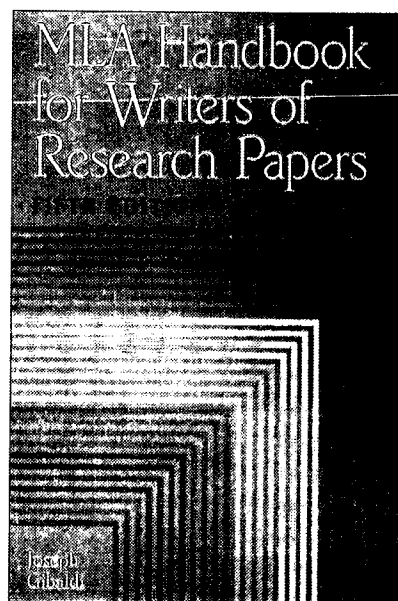
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senator but an executive lends a touch of legitimacy to any notion, even one he is only fondling.

McCain played Energizer Bunny to Bradley's Tibetan monk. As there was about him a promise of heroics, he too seemed above the rules. Thus, he offered to destroy the means by which businessmen control their party, and dissed, first South Carolina's gospel gestapo, then much of the religious right leadership. Since that left him with few Republican supporters, he began to campaign on the claim that he could draw outsiders into the party he had begun to hollow out.

Bradley and McCain's failed strategies do, however, tell us important things about their respective parties. Democrats have invested two full decades in making themselves presentable, all as debt payments against the taint of the two convention "sieges," that of Chicago in 1968 and of Miami in 1972.

Thus, like Gray Davis locally, Al Gore sucks it in on the center divider. Any illusion of movement comes from the passing traffic. The strategy works electorally when a Republican veers off to the Right, most spectacularly when Lungren in 1998 left the pavement altogether.

**If you want a political Variety Pak**, then, you need to shop with the Republicans, though the only color they offer is conservative. Republicans are, at least, not afraid to be seen drinking from a bottle in public. They have assembled a permanent stock company that remains intact from one primary season to the next. It contains a speaking role for every ozone layer on the Right.

Pat Buchanan, Iago to all Party frontrunners, will reliably reappear to peddle from his wheelbarrow of wild nostrums. His is the hairiest-chested conservatism.

Alan Keyes and Gary Bauer will offer to redirect government to the medieval task of saving souls. They are the advance agents of what William Blake called "organized innocence."

The expectation is that these unshirted plays to the bleachers will not be taken too seriously. To dispel any such impression, Lamar Alexander, colorful only in attire, will tell yet again his weary beads of business wisdom, hopefully

quelling by his very tedium the frightening effects of the rest of the cast.

In the main tent the Republican Party must sing in two registers, this to hold both wings of its common-law coalition of Main Streeters and Wall Streeters. The former hates abortion and loves guns. The latter hates business regulations and loves profits. The Party does best when it whoops up morality without enforcing it and drives up income without taxing it.

**Unhappily, this Doric simplicity** can be turned, with the merest tinkering into Corinthian complexity. The complexifiers are Southern politicians, newly admitted to the Party inner sanctum and genies, it turns out, that simply can't be bottled. Earlier they were Democrats, using that Party as a base for raids on the federal coffers, but abandoning it when it wouldn't allow them their racial "traditions." H.L. Mencken called their control of the Democracy "a hegemony of morons," and these days more than a few business Republicans would probably approve the slur.

Should the Republican Party actually outlaw abortions, drop all guards against automatic weapons, arrest gays and lesbians and banish science from the schools its votaries would shrink in number to insignificance. In 1964 when Main Street made off with the Business Party the consequences were seismic. Goldwater so alarmed Republican

moderates that their votes, plus those of most independents, created the most liberal Congress in history. Within weeks, Wall Street began to build a fund for the resurrection of Richard Nixon

Republican disasters in the national Congressionals and in California in 1998 sounded a second firebell in the night.

Wall Street's messiah this time

was, in the unkind sobriquet of Molly Ivens, "Shrub." It was both desperate and uninspired. The last year in which the GOP offered a national ticket that did not feature a Dole or a Bush was 1972.

Bush *fits* is doubly derived, since he takes his cues from that master of Boolean Politics, the man who defeated his father. Bill Clinton succeeded by *not* being a Democrat; Bush the younger, Clinton's oxymoronic twin, has discov-

**W. is an ideal candidate  
in a world whose  
problems do not seem  
pressing to voters. He  
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Burning Bush.**

<sup>2</sup>We note how Republican, by contrast, Gore is.



**...certainly  
these days,  
voters prefer  
the spongy  
likes of Bush  
and Gore,  
folks whose  
sights are set  
not toward  
the clouds but  
on the  
horizon.**

ered "compassionate conservatism." Further, Bush did Democrat things like drugs and the National Guard.<sup>2</sup>

**More importantly for our purposes,** W. is an ideal candidate in a world whose problems do not seem pressing to voters. He is, for starters, no Burning Bush. Only briefly, when his insipidness bore costly comparison with McCain's passions, did he assume the back-up persona of True Reformer. That,

of necessity, will pass.

Furthermore, Bush would probably preside the way Business Party leaders have since the beginning. Their standard for the Executive is, in fact, close to the original idea of an "elected monarch." When Alexander Hamilton envisioned it at the Constitutional Convention his model was the British king, whose jurisdictions lay in control of diplomacy and the military. Kings in England did not direct legislation, the better to occupy a perch above the fray. Thus they could serve as unifier, preventing the country from shredding itself into irreconcilable divisions. This is called the Whig Presidency and it serves as one model for CEOs in the corporate world of business.

The Party of Jefferson invented the strong, interactive Presidency and fathered most of its traditions. Jefferson served as both national and as party leader. Andrew Jackson made unprecedented use of the veto as a means of controlling legislation. Woodrow Wilson went further, adopting the practices of the British prime ministers he admired by actually advancing a legislative program while president. FDR enhanced the legislative role further by frequent appeals to the voters through radio, and the administration

of new social programs enormously increased presidential power. Truman further added to the power with a fairly sinister national security component.

**But hands-on presidencies assume enormous risks,** since their mistakes are harder to blame on subordinates. Beyond that, strong Executives are, by nature, reformist and reformers are only thought necessary in times of crisis. Only one president was able to duplicate the social program of FDR, Lyndon Johnson, elected as we have seen with the unintended assist of Goldwater.

Mostly, and certainly these days, voters prefer the spongy likes of Bush and Gore, folks whose sights are set not toward the clouds but on the horizon. These are men who will be satisfied with modest praise, as "the education president," or "the environmental candidate." We remember that Richard Nixon's successor would say, *as a boast*, that he was "a Ford, not a Lincoln."

**The Second George Bush enjoys the advantage** of being governor of a populous state, the office from which presidents are most frequently elected. Perhaps because Gore's post must turn its tenants into chalice-holders, only three such have been promoted upwards directly from the vice presidency. And all three—John Adams, Martin Van Buren and Bush *pere*—proved maladroitness enough at the job that none won re-election.

Should the economy avoid going Chernobyl, should none of the many minor international irritants produce diplomatic nightmares, Americans will live more or less unquestioningly with what they did in the primaries. Come November, then, a relatively small section of the adult population—older, richer, whiter and more female than the nation at large—will trouble themselves to go to the polls.

As voters did a century ago, after the hissy matches of Garfield and Hancock or Blaine and Cleveland, those this year will vote in a president who, a century from now will be remembered only by historians. Bryce's "glaring question" will trouble only a few of them. *✶*

*John McFarland is a former FACCC president and was a 1995 recipient of the Hayward Award for Excellence in Teaching. He teaches history at Sierra College in Rocklin.*

## New Member Named

Gov. Gray Davis announced April 5 his appointment of Amy Dean as a member of the California Community Colleges Board of Governors.

Dean, 36, of San Jose is the chief executive officer of the South Bay AFL-CIO Labor Council, a position she has held since 1994. In 1995, she founded Working Partnerships USA, a research, education and outreach-based nonprofit organization that is committed to economic development of state and national employment policies. Members do not receive a salary. This position requires Senate confirmation.

## FACCC in the News

Political watchdogs are noticing FACCC's advocacy. The March 24 issue of *Education Beat* wrote about the March/April issue of *FACCCTS* and its cover story, "Getting the Governor's Attention."

*Education Beat* editors wrote:

"In the aftermath of all the hoopla over Gov. Davis' financial focus on education, community colleges have been left wondering, 'Where are we?' says the Faculty Association for California Community Colleges." Read the item at <http://www.capitalalert.com/pulse/edbeat2.html>.

## Waymon Honored

FACCC Governor-at-Large Carrol Waymon of San Diego Mesa College was honored March 25 at Masjidul Taqwa's Recognition Awards Banquet 2000.

Waymon has been involved in the San Diego community since 1964 when he and his family moved from Los Angeles so he could head the Citizens Inter-racial Committee, a

human relations agency. Waymon's early contributions to the community include co-founder of the Black Studies department at CSU San Diego; professor for eight years at CSUSD; former co-owner and CEO of the University of American Studies; founder and first president of 100 Black Men of America, San Diego chapter; the first core faculty member at the California School of Professional Psychology; first board chairman of Project New Village; and co-founder of Community Parent Involvement in Education.

Waymon, who holds a doctorate, is president of the local chapter of the National Association of Black Psychologists; vice president of Howard University Alumni Association, San Diego chapter; vice president of the Martin Luther King, Jr. Democratic Club, and has served as a professor of psychology and sociology at San Diego Mesa College for more than 25 years.

## Arismendi Honored

Eduardo Arismendi-Pardi, associate professor of mathematics at Orange Coast College, was honored recently by Gov. Gray Davis, reported the April 18 issue of the *Community College Times*.

The governor presented Arismendi-Pardi with an individual achievement award for outstanding leadership in faculty and staff diversity. Arismendi-Pardi has been a FACCC member since 1992.

## Student Finds Fame

Jon Nakamatsu, a former Foothill College student, attained worldwide fame in classical music by winning the prestigious Van Cliburn International Piano Competition in 1997.

He will receive his overdue associate degree this spring when he delivers the commencement address

at Foothill College, reported the April 4 *Community College Times*. When Nakamatsu transferred to Stanford University, he thought his 78 credits were insufficient for a two-year degree, so he never applied for it. After the ceremony, the pianist will perform a concert to benefit Foothill's Fine Arts and Communications Division.

When Nakamatsu, then 28, won the competition, he was the first American in 16 years to win the coveted prize and was the only contestant who was not conservatory-trained. "Foothill kind of allowed me to explore what eventually became my major, which is German," he said. To studying German enhanced his music, and German instructors Judith Jones and Bettina Rosenblatt inspired him to go into teaching, he said. Also, "Foothill gave the time to practice and travel when I needed to compete," he said.

The Cliburn prize included a two-year touring private contract. His 1998-99 season was highlighted by a White House performance of

## For The Record

In the March/April *FACCCTS*, Bill Cornett's bio on page 22 contained an error regarding his part-time work. He is a part-time instructor at College of the Desert, Copper Mountain College, and California State University, Long Beach.

Accuracy is one of *FACCCTS*'s priorities. It is *FACCCTS*'s policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez at (916) 447-8555 or [k7martinez@aol.com](mailto:k7martinez@aol.com).

"Rhapsody in Blue," hosted by President Bill Clinton and Hillary Rodham Clinton.

### Labor Guide Published

The California Public Employee Relations Program at the Institute of Industrial Relations at UC Berkeley has published the first edition of the *Pocket Guide to the Fair Labor Standards Act*.

The pocket guide, \$15, focuses on the act's impact in the public sector workplace and explains complicated provisions of the law that have vexed public sector practitioners, like the "salary basis" test and deductions from pay and leave for partial-day absences.

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### Choice Tech Providers

Community colleges have become the provider of choice for computer training and are playing a critical role in delivering skills needed to keep the nation's industries competitive, according to a survey released in April.

The April 4 "Faces of the Future" survey was conducted jointly by the American Association of Community Colleges and ACT, Inc. the survey indicates community colleges are helping narrow the digital divide by providing computer skills to substantial numbers of students. The survey of more than 100,000 students in credit and non-credit courses at community colleges across the nation

## FACCC Bills Advance

The status of the following bills were current as of press time; floor votes were expected by June 2. See "FACCC-Sponsored Legislation" at [www.faccc.org](http://www.faccc.org) under the "Legislation" section for bill texts, summaries and current status.

### Status of FACCC-Sponsored Bills:

- Assembly Bill 2337 (Ducheny, D-San Diego; Alpert, D-Coronado) CCC Funding Stability: Assembly Floor
- AB 2456 (Rod Wright-D, Central Los Angeles) CalSTRS Deferred Retirement Option Plan: Assembly Floor

### Status of FACCC Co-Sponsored Bills:

- AB 1733 (Wildman, D-Los Angeles) CalSTRS Earning Limitation: Assembly Floor
- AB 1933 (Strom-Martin-D, Duncan Hills) Career Bonus & Age Factor Increase: Assembly Floor
- AB 2201 (Honda-D, San Jose) CalSTRS Highest Year Final Compensation: Assembly Appropriations Committee
- AB 2383 (Keeley-D, Boulder Creek) CalSTRS Health Benefits: Assembly Floor
- AB 2434 (Wildman-D, Los Angeles) Part-Time Faculty Seniority Rights: Assembly Floor
- AB 2700 (Lempert-D, San Mateo) CalSTRS Creditable Compensation: Assembly Floor
- Senate Bill 1347 (Vasconcellos-D, San Jose) CCC Board of Governors Additional Student Member: Senate Floor.
- SB 1435 (Johnston-D, Stockton) Medicare Premiums: Senate Appropriations Committee

indicated that a great majority—83 percent among credit students, 88 percent among non-credit students—were satisfied or very satisfied with their particular community college training.

### Say Goodbye

Should it be time for long-time professors to say goodbye? James Shapiro answers yes in his Point of View essay, "Clip this. Send it to an

old colleague," in *The Chronicle of Higher Education* April 14 issue.

"According to figures from the U.S. Education Department," Shapiro wrote, "30 years ago only one out of every five college professors worked part-time. That number has now doubled, and, if anything, the trend is accelerating: of the 35,000 who entered the profession from 1995 to 1997, more than two-thirds were part-timers. And those disturb-

ing figures ignore the swelling ranks of full-time instructors hired on short-term contracts. If things continue at this pace, it won't be long before the overwhelming majority of academics will no longer be on the tenure track, and will not receive the kind of institutional support crucial to sustain scholarly work.

"... when I reach 62—in 18 years—I hope to continue writing and teaching, but teaching as an emeritus without tenure; that is to say, as an adjunct. If my institution will commit to replacing me with a tenure-track candidate, I will give up my tenure. If enough of us (especially those who have accumulated institutional clout) do this, the status and working conditions of adjuncts—who are clearly here to stay—is sure to sleep without to improve..."

## Call for Proposals

The second annual conference for the California Virtual Campus, Online Learning & Higher Education, is set for Oct 22-24 at the Resort at Squaw Creek, Olympic Valley/Lake Tahoe, Calif.

Conference Tracks include Teaching & Learning at a Distance, Support Services and Resources, Online Policy, Planning, and Technologies.

Proposals are due by June 16. Examples of proposal topics include key issues and best practices, model programs, student preparedness, universal accessibility, privacy issues, copyright, technology planning, faculty compensation, institutional infrastructure, accreditation, vendor solutions, articulation, CVC initiatives, academic & technical support.

Sessions are concurrent. Most sessions are 75 minutes. A limited number of 2.5-hour sessions are available. For information, e-mail [sdever@cvc.edu](mailto:sdever@cvc.edu)

## Unaffordable Housing

Housing is so expensive that Foothill College finds its faculty can't live in the community, the Feb. 11 *Chronicle of Higher Education* reported.

It's not that faculty salaries there are shabby: a new assistant professor with a doctorate can expect a starting salary of \$47,000 a year. But in Santa Clara County, where Foothill is located, the average asking price for a modest, the re-bedroom plan is \$450,000. Foothill sits in the hearts of Silicon Valley, which has the nation's most expensive housing market, according to a recent study conducted by the National Association of Home Builders.

Bernadine Chuck Fong, Foothill's president, says the housing situation has both "handcuffed" and hampered the college's ability to retain professors. Leo E. Chavez, chancellor of the Foothill-DeAnza district, says higher salaries would help the colleges fill the positions more quickly. The bottom line, he says, is that the state "is going to have to increase the salaries of faculty members."

## Colleges To Be Graded

The marketplace for grading colleges is about to get a bit more crowded, according to the March 3 *Chronicle of Higher Education*.

This fall, an independent research group, the National Center for Public Policy and Higher Education, plans to issue a report card on how well the 50 states deliver higher education to their residents. It's the first attempt to evaluate public and private colleges all states, by giving them letter grades in access, affordability, and economic and civic benefits, among other areas.

The project's goal is simple: to make higher education and kitchen-table issue, the *Chronicle* said. The project's leaders want to get people

talking about whether their state's colleges make the grade, and in turn prompt lawmakers to develop better policies.

Still, some college officials say that it's nearly impossible to compare states and then put grades on them, because significant differences exist even among the institutions within states. States such as California, with an extensive two-year college system, could perform well in the participation category, but poorly in the persistence category because many students never complete their degrees or transferred to four-year colleges.

## Distance Ed Grants

It's a great time to seek funds for an online program, but do your homework before you apply, says Arlene Krebs, the author of the *Distance Learning Funding Sourcebook*. The book is a comprehensive guide to private and federal programs that support distance education, and it is now in its fourth edition. Krebs runs her own consulting company, New Orbit Communications, and is a communications professor at Marymount Manhattan College. She has been tracking him grants and updating the sourcebook since 1988.

"I always advise people to think locally first for grants requests," Krebs told the *Chronicle of Higher Education*, in its Feb. 11 edition. It's always good to get small grants locally that you can leverage against larger requests... that shows that your program is being supported. Very few funders will find the project totally." Visit FACCC's online book service under "Special Member Services" at [www.faccc.org](http://www.faccc.org) to buy this book.

## Tech Prep Increase

Community college leaders are endorsing President Bill Clinton's proposal to nearly triple funds for Tech prep, a vocational education



# Master Planner



Katherine Martinez/FACCCTS

*Sen. Dede Alpert updated FACCC leaders on the review of the Master Plan for Education during a March 20 FACCC Political Action Committee luncheon at the Capitol.*

program that piggybacks two years of technical training the community college onto two years of training high school, reported the Feb. 18 *Chronicle of Higher Education*. But they aren't happy about his plan to raid other federal vocational programs to pay for it.

The proposed budget sites Tech Prep as a successful effort to prepare students for college and careers. Clinton wants to increase funds for it by \$200 million, to \$306 million. The money would come from Perkins block grants, which go to states and are popular among community colleges. The budget for the block grants would fall by \$200 million, to \$856 million. Overall spending on vocational education would decline by \$9 million, to just under \$1.2 billion.

One reason the administration decided to favorite Tech Prep over block grants is that with the current popular focus on accountability in elementary and secondary schools, Tech prep gives government leaders a set of career-bound high school graduates to show off, not just

graduates with a few vocational courses under their belts.

## Better Training Sought

A new report by the educational testing service calls on states and federal government to give people on welfare focused skills training and better access to higher education.

The Feb. 18 *Chronicle of Higher Education* reported that the "work first" approach has reduced the welfare rolls from 4.4 million people in 1996 to about 2.7 million today, but that it has too often lead welfare and recipients into short-term jobs, with little chance for advancement, according to the studies.

## Nominations Wanted

To honor David R. Pierce, retiring as president of the American Association of Community Colleges, Microsoft Corporation has established the David Pierce Faculty Technology Awards.

The awards will go to two outstanding community college technology faculty members as

determined in a search through AACC institution nominations.

Application form should be completed and returned before Oct. 13. The technology champions will be announced at the AACC Annual Convention, April 4 in Chicago. See more information at <http://www.aacc.nche.edu/headline/040800head2.htm.s>

## Letters to the Editor

FACCC welcomes letters to the editor at FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790 or [faccc@aol.com](mailto:faccc@aol.com).

Please keep letters under 250 words and include your name, address and daytime phone number for verification. *FACCCTS* reserves the right to edit letters for length, clarity and style.

## FACCC Weekly

The best way for members to stay updated on FACCC advocacy is to subscribe to the *FACCC Weekly E-mail Report*. E-mail your full name to [faccc@aol.com](mailto:faccc@aol.com) with the subject "Subscribe Weekly Report." ✉

# Attend the FACCC Conference FREE

Participate in the Member-Get-a-Member Program!

Recruit 15 new full-time equivalent members and attend the FACCC conference free (Sept. 21-23 in Long Beach):

- Two nights on the Queen Mary
- Transportation
- Registration
- A pre- or post-conference day trip to Santa Catalina Island

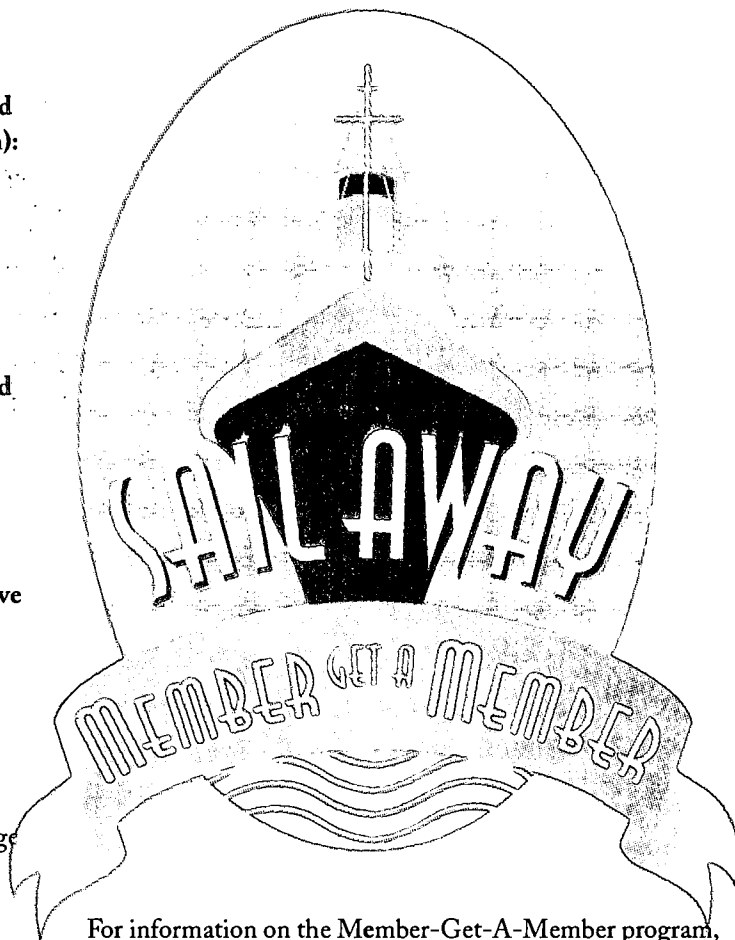
Or

Recruit 10 new full-time equivalent members and attend the conference free for one day:

- One night on the Queen Mary
- Transportation
- Conference registration for one day

Congratulations and thank you to those sponsors who have recruited enough new FACCC members to attend all or part of the conference free:

- ★ Clo Hampton of West Valley College
- ★ Richard Valencia of Fresno City College
- ★ Jim Custeau of Cuyamaca College
- ★ John Jacobs of Pasadena City College
- ★ John McDowell of Los Angeles Trade-Technical College
- ★ Teresa Aldredge of Cosumnes River College
- ★ Richard Hansen of DeAnza College
- ★ Reona James of Cosumnes River College
- ★ John Smith of Santiago Canyon College



For information on the Member-Get-A-Member program, contact Lyndon Marie Thomson at (916) 447-8555 or [LyndonMT@aol.com](mailto:LyndonMT@aol.com), or visit "Membership" at [www.faccc.org](http://www.faccc.org).

## FACCC

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California Community Colleges  
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Sacramento, CA 95814  
TEL (916) 447-8555  
FAX (916) 447-0726  
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### Annual Dues

- ☐ Full-time faculty (\$150.00)
- ☐ Part-time faculty (\$40.00)
- ☐ I do not want 10% to go to FACCC's PAC (Full-time annual dues remain \$150.00.)

Note: 80% of your FACCC membership dues may be tax-deductible. Consult your financial adviser.

### To Community College District:

You are hereby authorized to deduct from each of my regular salary warrants the amount below for professional organization dues and transmit these deductions to the Faculty Association of California Community Colleges, Inc., without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the Faculty Association of California Community Colleges, Inc.

- ☐ \$12.50/month (12-pay)
- ☐ \$15.00/month (10-pay)
- ☐ \$ 4.00/month (part-time)

# Welcome These New FACCC Members

The following new FACCC members joined between Jan. 31 and May 3. Please welcome them to the FACCC family. If you see them in the halls, say "hello" and let them know they've made an important decision in their professional lives. Want to help recruit new members? See Member-Get-A-Member program information under "Membership" at [www.faccc.org](http://www.faccc.org) or contact Field Director Lyndon Marie Thomson at (916) 447-8555 or e-mail [LyndonMT@aol.com](mailto:LyndonMT@aol.com).

<b>American River College</b>	Gary Martin	James Joseph	Marissa Pantastico-Caldas	<b>Pasadena City College</b>
Noel Bernath	Arturo Reyes	Donna Leong	Elton Robinson	Mary-Erin Crook
<b>Antelope Valley College</b>	Dana Wassmer	Kristin Lewis	Gary Szymansk	Carol Curtis
Ralph DeLeon	<b>Cuyamaca College</b>	Emory Luch	<b>Los Medanos College</b>	Jeanne Dunphy
Janis Fisher	David Detwiler	Ron Scott	Nick Pavloff	Gayane Godjoian
Joseph Owens	Gregory Gomez	Ceroasetta Simba	<b>Mendocino College</b>	Mary Ann Laun
Allan Scharton	Tammi Marshall	Rebecca Slaton	Jamet Chaniot	Michelle Toby
James Teuscher	Jo Reed	Laurie Tidyman-Jones	<b>MiraCosta College</b>	Sumiko Urquhart
<b>Butte College</b>	Jeri Resto	<b>Grossmont College</b>	Andrew Townsend	Elizabeth Walsh
Kam Bull	Patrick Setzer	Doug Frame	<b>Mission College</b>	Krista Walter
<b>Cabrillo College</b>	DeAnza College	Tina Perez	Jean Replicon	Stephen Whitney
Paul Harvell	Catie Cadge	<b>Hartnell College</b>	<b>Modesto Junior College</b>	Adel Youssef
Alisa Messer	Judy Cuff	Steven Strnad	C. Donald Ahrens	<b>Riverside City College</b>
<b>Chabot College</b>	Mary Ellen	<b>Lake Tahoe Community College</b>	Marianne Gallmeyer	Oliver Thompson
Jon Drinnon	Goodwin	Eta Lin	Hilda Sielicki	<b>Sacramento City College</b>
John Holloway	Anne Peterson	<b>Laney College</b>	<b>Monterey Peninsula College</b>	Bonnie Ford
Kathy Kelley	Doris Spanggord	Debra Weintraub	Carole Erickson	<b>Saddleback College</b>
Carlo Vecchiarelli	<b>Diablo Valley College</b>	<b>Las Positas College</b>	<b>Moorpark College</b>	Jo Alford
<b>Citrus College</b>	Eric Freidenreich	Shannon Stanley	Martin Chetlen	Juanita Baltierra
Susan Munsey	Milagros Ojermark	<b>Los Angeles City College</b>	Marie Panec	Douglas Barr
Coastline College	George Turner	Olga Ivanova	J. Fredrick Schaak	Marina Biallo-Dery
Cheryl Stewart	<b>Evergreen Valley College</b>	<b>Los Angeles Mission College</b>	Ronald Wallingford	Gary Stakan
<b>College of Alameda</b>	Pamela Turner	Bruno Hernandez	<b>Mt. San Antonio College</b>	<b>San Diego Mesa College</b>
Jane Koll	<b>Foothill College</b>	Andres Torres	Hilde Cramsie	Evan Adelson
<b>College of the Sequoias</b>	Lily Adams	<b>Los Angeles Trade-Technical College</b>	Michael Swanegan	Albert Taccone
Chris Collins	Michelle Baer	Ronald Berg	<b>Napa Valley College</b>	<b>San Francisco CC</b>
<b>College of the Siskiyous</b>	Alan Forsberg	Val Cooper	Janis Molen	<b>Castro/Valencia</b>
Paul Aiello	Marylou Heslet	Giovanni	William Neely	Paul Glick
Allan Carver	Carol Jordan	Delrosario	<b>Ohlone College</b>	<b>San Francisco City - Phelan</b>
Nancy Kilmer	Michael Kaku	Maria Downey	James Landavazo	Eva Cheng
Heidi Pryor	Linda Lane	George Evans	Katherine Sklar	Araceli Resus
<b>Contra Costa College</b>	Tilly Liu	David Freeland	<b>Orange Coast College</b>	<b>San Jose City College</b>
Clay David	Norma Lyon	Roger Hubbard	Millicent Borges	Jacqueline Mathis
Ann Whitehead	Jay Patyk	Grace Kil	<b>Palomar College</b>	Ross MacDonald
<b>Cosumnes River College</b>	Lucia Ann Ryan	Jim Lewis	Mark Evilsizer	<b>Santa Barbara City College</b>
Maristella Bacod	Nicky Trasvina	Renee Madyun	Jeannine Jameson	Sally Hearon
Balbina Chaderjian	<b>Fresno City College</b>	Frederick Morris		Joyce MacDonald
Thomas Cole	Art Amaro	Stephen Okeke		Janet Mizrahi
Anna Doan	Dennis Aye	Rodrigo Palacios		Marcy Moore
Hoyt Fong	Sandra Bolt			Cynthia Walker
Cassie Hill	Paula Castagna			
Estella Hoskins	Carol Curtis			
Chao-Jen Huang	Kathleen Engel			
	Sharon Ferrer			
	Clarence Hopper			
	Sarbit Johal			

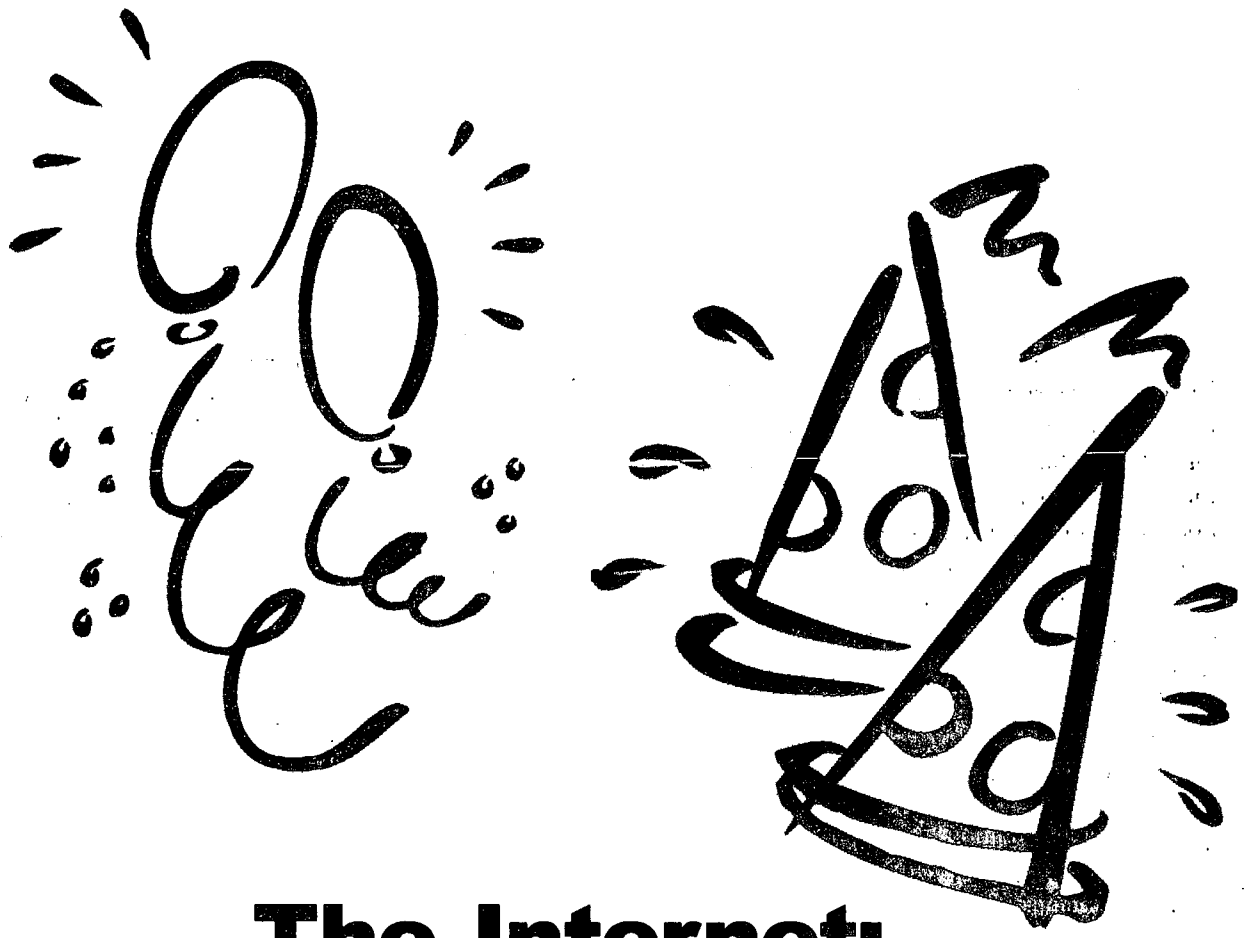
**Santa Monica College**  
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 Beth Abels  
 Alice Armstrong  
 Sohail Askarian  
 Sharman Babior  
 Pedro Barquero  
 John Bechtel  
 Andrew Behla  
 Denise Berg  
 Melissa Bordin  
 Piermario Bosco  
 Fifi Bronstein  
 Linda Brown  
 Paula Bruce  
 Lorraine Bubar  
 Nzingha Camara  
 Judy Campbell  
 Sue Anne Canada  
 Laura Canellias  
 Michael Carson  
 Wayne Chiu  
 Arnold  
 Christiansen  
 Donna Christopher  
 Margaret Chun  
 Maria Cook  
 Charles Daniel  
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 Judith Day  
 Bonnie Deckel  
 Joseph Deering  
 Richard Delia  
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 James Lemmon  
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**Yuba College**  
 George Galamba





# **The Internet: Pinocchio's Pleasure Island**

by John Pellitteri, Mt. San Antonio College

**T**he smells of popcorn and cotton candy, the bells and sirens and allure of pleasure unrepentant.

Students flit and dance from Web page to Web page, cutting and pasting and cutting until a semblance of the paper you assigned meets the page requirements.

They "borrow" words and phrases, packing them into their document, and what emerges, like Frankenstein's monster, growls, spits and mumbles with unintelligible vigor.

There is certainly enough information on the Internet to satisfy one's sense of work ethic. However, the quality of the information is questionable. Students need to be able to evaluate the quality of the information they read on their monitors before selecting it for their assignments.

One could argue that our students are bypassing the primary learning objective of college by neglecting to evaluate the Web information they use. In fact, it is most likely that the assignment's purpose is to develop critical thinking skills in a particular area. Instead, they are practicing critical technical skills—learning how to access what they need in a shorter amount of time. (One might question, “more time for what?” More Web dancing!) The Internet, however, much like Pinocchio's Pleasure Island, offers an attractive alternative to “on-ground” study. It delivers pre-packaged print, no discipline required.

The problem is, of course, that anyone anywhere can post information on the Web. Unlike scholarly journals of old, which undergo a rigorous peer-review process, any hack can throw up verbiage on the Web and there is little to distinguish one from the other. Times New Roman appears the same on one's monitor whether it conveys reliable information or is simply covering make-up for an orangutan.

How then do we proceed to assist our students in evaluating the merit of articles they find on the Web?

We have several options, none of which involves a magic bullet. It is a slower, more rigorous process. By definition, practically, we move slower than the spider that spins the World Wide Web. The following notions are for faculty and students to help further the discussion regarding Web research.

### (1) The principle of *Que Bono*

A default setting that we all need to develop while traversing the Web, is to suspiciously eye *que bono*, or “who

benefits?” It takes time, energy, and money to maintain a Web site, and even 14-year old boys have something better to do than create a scholarly-looking page for nothing. We must ask, “why is the webmaster spending their time doing this?”

This can be a particularly sticky part of the Web because a lot of the time, it's not our money they're after; at least not directly. When logging onto a site, our attention is also a valuable commodity. If there are a random plethora of banner ads, links to other sites, or other advertisements, one may question the pages' motives. Looking at the ads' content can give us a clue about the “man behind the curtain.” That wizard is the one collecting the money, whether it be for charging advertisers to use the page, or enticing you to follow the yellow brick road. Rest assured

that when you find the person with the handful of gold, you've found the motive for the page.

### (2) The principle of the fruit of the forbidden tree.

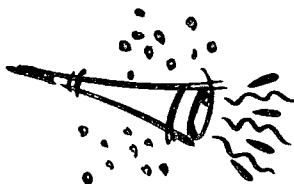
Much like figuring out “who benefits?” realize that commercial Web sites would rather charge you for information than give it to you free.

By the same token, legitimate Web sites have little reason to link to questionable ones. At this stage of the Internet's development, links to questionable sites may slip through simply due to the naiveté of those of us who put up the pages. However, for the most part, pages of like authenticity flock together. Question the seemingly “legitimate” link or page that springs from a site already deemed shady.

### (3) The principle of the no-free lunch.

Realize that if the information looks too good—it might be. Writers of important information hesitate to give their hard work away for free. Although Web sites that

demand a credit card are not always legitimate, students should not expect access to propriety-driven databases or information without any compensation. Exceptions to this principle might include access to a database where the student services fee allows access, based on a contract with



**The problem  
is, of  
course, that  
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anywhere  
can post  
information  
on the Web.**

# Get Involved in FACCC

**Contact the FACCC staff members below at (916) 447-8555 or via e-mail**

- Fall is an excellent time to invite your legislators for a campus visit. Assemblymembers and state senators traditionally spend time in their districts Thursday through Sunday. Share the faculty perspective of your college. Ask student and other faculty groups to participate in the visit. Contact Governmental Affairs Director David Hawkins at [advocateDH@aol.com](mailto:advocateDH@aol.com) for helpful hints.
- Join the FACCC Advocacy Network (FAN). Read about FAN and print out an application under "Legislation" at [www.faccc.org](http://www.faccc.org).
- Shadow FACCC's legislative advocates at the Capitol for a day. (If you're going to be in the Sacramento area, give us a two-week notice to arrange for your visit) Contact David Hawkins at [advocateDH@aol.com](mailto:advocateDH@aol.com).
- Write articles, essays or book reviews for FACCC's publications. (FACCTS or Off Track) Contact Katherine Martinez at [k7martinez@aol.com](mailto:k7martinez@aol.com) or see "Publications" at [www.faccc.org](http://www.faccc.org).
- Recruit new FACCC members and receive gifts through the Member-Get-A-Member program. See "Membership" at [www.faccc.org](http://www.faccc.org) or contact Lyndon Marie Thomson at [lyndonmt@aol.com](mailto:lyndonmt@aol.com). See page 21.
- Serve on a FACCC Board of Governors committee. Contact Paul Simmons at [paulq6r9s@aol.com](mailto:paulq6r9s@aol.com).
- Contribute to the FACCC Political Action Committee and help elect community college allies. Print out a FACCC PAC card under "About FACCC" at [www.faccc.org](http://www.faccc.org).

## Join the FACCC Listserves

**To discuss community college issues with your colleagues via e-mail, join the lists by e-mailing:**

- ☐ [FACCC-subscribe@onelist.com](mailto:FACCC-subscribe@onelist.com) (for general California Community College discussions)
- ☐ [CCC-PartTime-subscribe@onelist.com](mailto:CCC-PartTime-subscribe@onelist.com) (for part-time faculty issues)
- ☐ [FACCC-Newhire-subscribe@onelist.com](mailto:FACCC-Newhire-subscribe@onelist.com) (for issues of concern to faculty hired in the past five years)

Leave the subject and message blank, or simply write "SUBSCRIBE."

### A Note on the FACCC Listserve for New Faculty Members

FACCC understands that new faculty members are concerned about learning the ropes, working toward tenure, figuring out the maze of bureaucracy both locally and statewide, and making sure they're the best possible teachers.

FACCC has started a listserve specifically for newer California Community College faculty members to connect with each other and glean wisdom from other faculty members who will participate on the list.

To join, e-mail: [FACCC-Newhire-subscribe@onelist.com](mailto:FACCC-Newhire-subscribe@onelist.com) (leave the subject and message blank)

When you join, please feel free to introduce yourself and ask questions about topics you're concerned about. Contact Paul Simmons at [paulq6r9s@aol.com](mailto:paulq6r9s@aol.com) if you have questions.

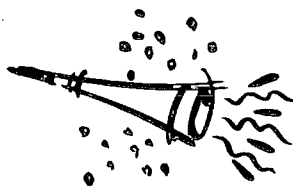
the college, or a professor posting information for a course that she has graciously opened up to everyone.

Another exception might be archived or outdated articles that publishing houses are hard-pressed to sell—after the journal is out in the libraries, putting it on the Web makes it a marketing tool. The bottom line is this: keep in mind that it takes money and resources to research and publish. That money comes from somewhere, and if not you, who?

Evaluating information found on the Web is tricky business. Here are some things you can do when evaluating information found “cybernetically” based on the aforementioned principles:

- Identify who benefits from you loading their site. If it is not obvious right away who is advancing the information, then the site is probably invested in being hidden. Many sites hide behind flashy banners and obscure links because they want to lead you to a place they assume you don't want to go. They're probably right.
- Gather and check references against hard copy refereed journals. If you can “verify” a site, then you can bookmark it and feel confident whenever you visit it that the information is reliable.
- If there is a phone number to call, call it. Any legitimate resource would be happy to answer questions about how their information is produced. Calling or writing the organization and asking for reference authors will help in evaluating where the information comes from. Some sites purposely don't put phone

numbers on their sites because they are not equipped to handle the amount of calls they would receive. These sites, if they are legitimate, almost always have addresses to visit or write.



**Check with professors or other professionals in the field about whether the organization is well known, and what their biases are.**

- Check with professors or other professionals in the field about whether the organization is well known, and what their biases are. Non-profit association and government pages, for example, developed to protect consumers, are usually good links, as well as information sites about national issues, such as tests and licenses. Examples are the Department of Consumer Affairs ([www.dca.gov](http://www.dca.gov)), The TOEFL Web site ([www.toefl.org](http://www.toefl.org)), and the Immigration and Naturalization Service ([www.ins.usdoj.gov](http://www.ins.usdoj.gov)). Although there is no hard-fast rule, Web sites that are invested in giving accurate information—i.e. it makes their jobs easier if you are well informed—are usually trustworthy.

All students need to be trained in the principles of plagiarism, and the reasons behind those principles. We cannot hope to compete in terms of flair or speed with the Internet. We therefore must give students those tools they will need to think critically about their work. Cutting and pasting is not the same as researching and analyzing. By questioning the sources of the work, and separating the chaff, we return from the glitz of Pleasure Island and develop the critical thinking skills so necessary for success. ❧

*John Pellitteri holds a doctorate in psychology and is a professor of counseling, English as a Second Language, at Mt. San Antonio College. He has been a FACCC member since July 1999.*



# FACCC Answers Master Plan Committee's Questions on Colleges

The Legislature's Joint Committee to Develop a Master Plan for Education asked FACCC some questions about community colleges (see page 5 for details). Here is FACCC's reply.

**(1) Do California's educational institutions have the necessary infrastructure in place to prepare and/or attract the numbers and types of faculty that will be needed to accommodate the enrollment growth of the next decade – estimated at 714,000 additional students in public education systems by 2010 – and to replace current faculty who may be retiring or leaving for other reasons? What does your organization assess as the appropriate level of state capacity for the annual production of new faculty?**

There is an infrastructure in place to attract sufficient numbers of part-time faculty. We have hiring committees, manuals and processes.

Our concern focuses less on infrastructure than the need to create a stable core of full-time faculty to meet the growing enrollment demand. On this point, faculty consistently face an attitude on the part of administrators that inappropriately relies on part-time faculty. In order to attract a sufficient level of full-time faculty we need to first create the jobs, then focus on salaries, working conditions and facilities.

The ability to attract faculty also depends upon the disciplines that are being sought. In a robust economy, community colleges cannot compete with high-tech firms for those with advanced technology skills to teach computer science.

Recruitment from a diverse applicant pool is another major concern. This issue cannot begin to be addressed without first examining job creation, salary augmentations, facilities and working conditions.

The appropriate level of state capacity for the annual production of new faculty is that amount sufficient to meet the demand of 75 percent full-time instructors for credit classroom instruction.

**(2) Are the current minimum qualifications for employment – be it part-time, full-time, non-tenure track or**

**tenure track positions – appropriate to the mission of your system or campus?**

Yes. Nothing lower is acceptable.

**(3) Is expertise in one's discipline sufficient preparation to be effective as teaching faculty? Does your association support the proposition that some form of pedagogical training is needed to meet the educational needs of students in your institution?**

Expertise in one's discipline may not be sufficient preparation to be effective as teaching faculty. New faculty should give serious thought to what they would do as a teacher before entering the classroom.

Customized pedagogical training on areas like assessment, leadership, methodology, collegial governance and history of higher education can be considered. These courses should be taught by community college faculty or university professors with expertise in the community college.

**(4) What circumstances or conditions does your association regard as essential to creating a successful teaching-learning environment, and to what extent are those conditions or circumstances evident in your institutions today?**

Academic freedom, tenure, competitive salaries and benefits, reasonable control over one's destiny, offices, access to secretarial help, technology and updated facilities are all essential. While these are currently evident, they can be improved.

We also call for the following:

- Teaching core of 75 percent full-time faculty;
- Required pre-requisites in reading, writing and technology for core transfer courses;
- Assessment leading to placement, not just advisement;
- Effective integration of student services and instruction;
- Strengthen and integrate general, vocational and developmental education.

**(5) How would your association define "quality" in higher education (for your institution and/or beyond)? What would constitute good indicators of a quality education?**

**Our concern focuses less on infrastructure than the need to create a stable core of full-time faculty to meet the growing enrollment demand.**

In this arena, demonstration of quality goes to our institution's ability to impact students. A quality education will produce students with the following capabilities:

- Think clearly
- Think abstractly
- Apply computer literacy skills
- Solve problems creatively
- Demonstrate knowledge of different fields
- Demonstrate application of knowledge
- Commitment to life-long learning
- Demonstrate good citizenship
- Interact well with diverse groups of people

Our function is to produce better citizens, not just students who transfer to four-year institutions.

Open access distinguishes the measurement of success in community colleges from the four-year institutions. While we cannot produce uniformity of output, we can have better measurement indicators through improved assessment of who comes into our institutions. Our success is measured by the "value-added" to the students during their time in the community college.

**(6) Does your organization consider diversity – with respect to gender, ethnicity, philosophical orientation or other factor – to be an important component of the tenured faculty for your institution? If so, what mechanisms does your association support to promote that objective?**

Yes; for part-time faculty and staff as well.

More diverse applicant pools will emerge when we develop a pipeline to "grow our own," that is, recruit community college students into the prospective ranks of community college teaching. The following steps should be taken to achieve this goal:

- Increase mentoring and internship opportunities
- Provide significant financial aid to those most in need
- Increase on-campus employment opportunities
- Increase cooperative work experience
- Provide loan forgiveness
- Increase scholarships for master's students.

We also believe that community colleges must lead by example. Diversity must be celebrated, not merely tolerated. Racism must be condemned wherever it appears in the campus environment.

Concurrently, community colleges must engender a safe learning environment to produce graduates with diverse

philosophical orientations. Diversity of opinions helps create better communities.

**(7) What opportunities constitute appropriate ongoing professional development for faculty? Are any such opportunities thought to be sufficiently critical to warrant your institution being required to provide them, or to require faculty participation in them?**

All faculty must have the ability to update their skills through professional development conferences, subject matter conferences and sabbaticals. Flex days provide appropriate opportunity for faculty to take advantage of professional development activities, although not all districts have sufficiently flexible flex day programs.

Appropriate continuing education for all faculty include courses on:

- Diversity/cross-cultural learning
- Technology
- Pedagogy
- Updates in education law
- Mentoring programs which include one class off for new hires

These courses should be made available through the flex activity and not exceed the 175 days of instruction. They need not be required, except for a course in pedagogy for new faculty.

All districts should be required to offer sabbaticals.

**(8) Does your association believe there are critical elements to building and sustaining a quality teaching-learning environment that are (or should be) the exclusive responsibility of tenured faculty? If so, please identify them and provide a brief rationale.**

Using Title 5, California Code of Regulations, Section 53200(c), as an appropriate reference for this question, the following is listed under "academic

and professional matters":

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;

**All districts  
should be  
required to offer  
sabbaticals.**

- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and academic senate

All of the above-mentioned activities—in addition to peer review and new-hire mentoring—require a stable, full-time tenured teaching corps that is vested in the institution, not only from the standpoint of teaching, but also from governance and leadership.

**(9) Should there be a statutory requirement or goal for the distribution of full-time and part-time faculty or should this be left to campus discretion? Is there a point at which the proportion of full-time to part-time faculty threatens institutional capacity to sustain high quality teaching-learning opportunities?**

The appropriate goal is 75 percent full-time instructors. This should not be left to campus discretion. The system has determined that anything short of a ratio of 75/25 endangers learning.

There may be a point at which the proportion of full-time to part-time faculty threatens institutional capacity to sustain high quality teaching-learning opportunities. Since community colleges have never exceeded the 75 percent mark for full-time faculty, we will not hypothesize as to what that point is.

**(10) One compelling reason for maintaining public educational institutions is that they provide benefits to the public commonwealth (e.g., meeting the need for additional teachers, nurses, etc.). In what ways can public colleges and universities become more responsive to State priorities that require academic achievement and/or applied research while balancing traditional faculty flexibility to determine the academic priorities of institutions?**

This question is much more appropriate for the California State University and University of California.

We serve the State's priorities through our multiple missions:

- Academic and vocational instruction at the lower division level

- Advance California's economic growth through education and training that contributes to workforce improvement
- Remedial instruction
- English as a second language
- Adult non-credit instruction
- Community services
- Institutional research
- Student support services

While the academic achievement for the state's priorities is largely measured in transfer rates, this is not necessarily the best indicator as to whether the community college system is fulfilling its service to community needs. Each district has its own relationship to a community with

its own priorities and needs.

Locally elected boards and local advisory committees are established to set policy and priorities for local districts. This is what distinguishes the community college system from the CSUs and UCs, and their independence must be respected. FACCC remains a strong supporter of local boards and the ability of community colleges to serve the individual communities in which they are located.

As such, we are already as responsive as possible to the needs of the state.

**(11) In what ways can California's colleges and universities better align collegiate curriculum with that of California's public schools?**

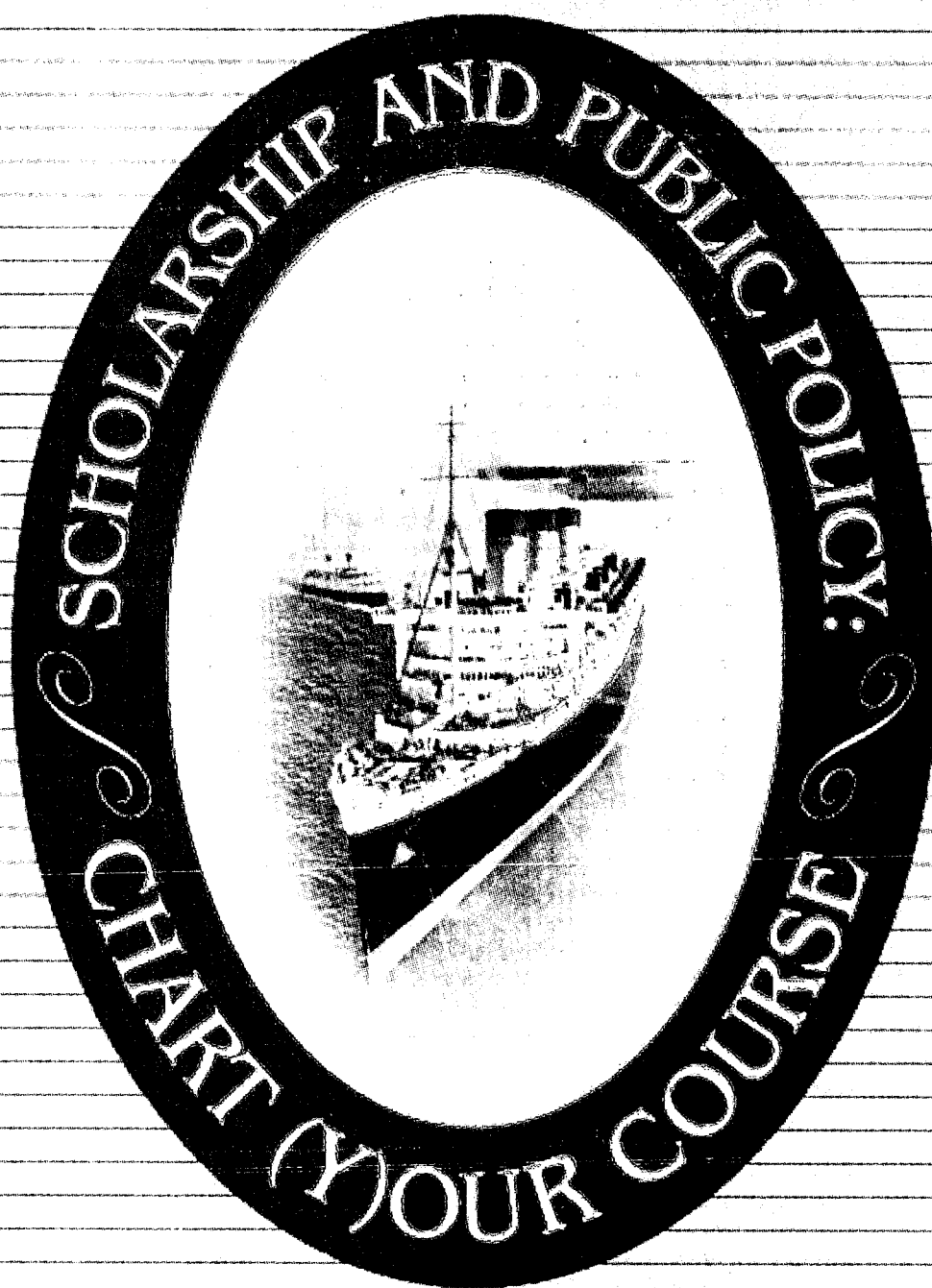
This question should be reversed, namely, how can California's public schools better align themselves with California's colleges and universities. The K-12 system is in need of serious reform, and community college faculty have witnessed first-hand the decline in student preparedness.

Community colleges can undertake the following steps to connect more effectively with public high schools:

- Provide better outreach
- Promote visits of community college counselors to high schools
- Promote teacher exchanges
- Expand Middle College programs, depending upon community needs
- Provide Advanced Placement instruction to high school students

**The appropriate goal is 75 percent full-time instructors. This should not be left to campus discretion.**

FACCC Annual Conference • September 21-23, 2000



Aboard the Queen Mary • Long Beach, California

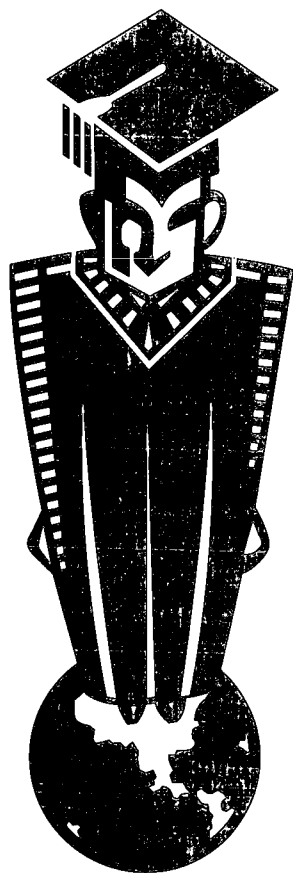


# The Education Summit

## Charting a Course to the 21st Century

### Sept. 22

FACCC Conference, Sept. 21-23, Queen Mary, Long Beach, CA



**The Education Summit will begin at 9 a.m.**

**Facilitator:** Larry Toy, CEO of the Foundation for California Community Colleges. Toy is a former president of FACCC and the CCC Board of Governors.

**Featured Speaker:** Dan Walters, political columnist for *The Sacramento Bee*

The summit will feature leaders from community college groups, Chancellor's Office, business, media, the California Legislature, and clergy. Learn about key issues facing our system and our state in the decades ahead.

#### Invited Participants

Bruce McPherson, California State Senate  
Jacqueline Woods, U.S. Department of Education  
Alan Lowenthal, California State Assembly  
Cheryl Amador, Community College League of California  
Beverly O'Neill, Mayor of Long Beach  
Reverend Leonard Jackson, First African Episcopal Methodist Church, Los Angeles.  
Carolyn Russell, President, Faculty Association of California Community Colleges  
Marla Jo Fisher, Higher Education Reporter, *The Orange County Register*  
Linda Collins, President, Academic Senate for California Community Colleges  
Warren Fox, Executive Director, California Postsecondary Education Commission  
Juanita Price, President, California Student Association of Community Colleges  
Delaine Eastin, Superintendent of Public Education  
Tom Nussbaum, CCC Chancellor  
Thomas Collins, CEO, Long Beach Memorial Hospital

# Conference Highlights

## Workshops, Breakouts, Seminars

Specially designed for you. Follow a track or select the ones that look the most interesting. See registration form on next page.

### Leadership

Learn how to be more effective by honing your leadership skills at local and statewide levels on various issues.

- Change Agents: Identifying Campus Cultures
- How to Run an Effective Meeting
- Facilitator Skills
- Taking the Reins as New Faculty
- How to Deal with Difficult People
- How to Use Humor as a Facilitator

### Politics and Policy

Get ready for the upcoming elections and the ongoing legislative process.

- The Bill Game: How legislation makes its way to the governor
- Mock Election: It's fun and educational. Elect your candidate.
- Communications: Getting Faculty Issues into the News
- Testimony: How to Influence Legislators at the Capitol.

### Technology

The latest and greatest wisdom and practical knowledge in this ever-changing environment.

- Funding Deals for Technology
- Videoconferencing with Pacific Bell
- Technology at Small, Medium and Large Colleges
- Online Courses
- Smartboard Technology
- and more . . .

### Vocational & Occupational Education

The past, present, and future of vocational education in the community colleges, K-12 and elsewhere.

- Should Everyone have a Ph.D? Is Kindergarten to Stanford the only path to success?
- America's Learning Exchange
- and more . . .

### Part-Time Faculty

In this unprecedented era of empowerment for part-time faculty, the work has only begun.

- Going to the Well: Getting Answers for Part-Time Faculty
- Influencing Legislators at the State Capitol
- How to Deal with Difficult People
- Campus Cultures . . . and more

### Saturday morning keynote speaker:

Barry Glassner, author of "The Culture of Fear: Why Americans Are Afraid of the Wrong Things"

Seminars and workshops subject to change

**Scholarship and Public Policy: Chart (Y)our Course**  
**FACCC Conference Sept. 21-23 Long Beach, CA**

**Registration Form**

Name \_\_\_\_\_ College \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

Discipline taught \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

**Full Conference Registration Fee (Sept. 21, 22, and 23)**

- ☐ Regular Price - \$349
- ☐ FACCC Members - \$299
- ☐ Part-time faculty and retirees - \$249
- ☐ Part-time or retired FACCC Members - \$199
- ☐ CCC Students (non-faculty) - \$99

To help us plan for space,  
please check your primary  
interest:

- ☐ Technology
- ☐ Leadership
- ☐ Policy & Politics
- ☐ Part-Time Issues
- ☐ Vocational Education
- ☐ Service Learning

**Partial Conference Registration (single days)**

- ☐ Thursday only - \$99 (\$79 for FACCC members)
- ☐ Friday only (includes Education Summit) - \$175 (\$149 for FACCC members)
- ☐ Saturday only - \$99 (\$79 for FACCC members)

**Group Discount – 10% off**

- ☐ With five (5) or more full-conference registrations submitted together from a single campus. (Group discounts do not apply to single-event registration).

**Special Offer for Faculty Joining FACCC with Conference Registration:**

- ☐ Subtract one year's FACCC dues from the regular conference price. A signed FACCC payroll deduction card must be enclosed with registration.

Total Enclosed \$ \_\_\_\_\_ ( ) MC/VISA # \_\_\_\_\_ exp. \_\_\_\_/\_\_\_\_

- ☐ Check made out to FACCC Education Institute

**Special Needs:**

- ☐ Vegetarian Meals
- ☐ Wheelchair Access
- ☐ Other Special Accommodations \_\_\_\_\_

**Reserve your room at the Queen Mary today.** We secured a great room rate on this historic luxury liner; it's convenient and loaded with ambience. Act now, before the rooms are sold out! Call (562) 435-3511 or (800) 437-2934.

# Visit **www.faccc.org**

**and discover another side  
of FACCC**

**www.faccc.org features items not available  
in the printed publications.**

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Links

**F**ind out why FACCC was named "**Best Political Voice for  
Community College Faculty in the State**" by the *Sacramento  
News & Review*.

FACCC updates its Web site **weekly** with legislative alerts, event  
announcements, news, special member offers, and more.

Go to **Legislation & Advocacy**, where you'll find **daily** political  
news stories, text and summaries of FACCC-sponsored bills, links to  
legislators, and more.

Under **Question of the Month**, read your colleagues' replies to  
provocative questions, and add your own answer.

Click on **Workshops** to see a calendar of FACCC events, meetings,  
workshops, and details on the Sept. 21-23 conference aboard the  
Queen Mary in Long Beach.

Check out **Publications** to read the latest news from Sacra-  
mento, plus guidelines for publishing your work in the quarterly  
journal *FACCTS* and the part-time faculty newsletter *OffTrack*. Write a  
letter to the editor, advertise in *FACCTS* or on the Web site, or read  
FACCC's press releases.

Through advocacy, workshops, printed publications and  
cyberspace, FACCC is your professional association.

**Faculty Association of California Community Colleges**



# Community College Hall of Fame

**What do the following people have in common?  
They all attended a California Community College.**

Source: Community College League of California

Octavia E. Butter, writer, Pasadena City College  
JoJo Starbuck, Olympic and professional figure skater, Cerritos College  
Paul Rodriguez, comedian/actor/ education advocate, Long Beach City College  
George Lucas, filmmaker, Lucasfilms, Modesto Junior College  
Ralph C. Dills, former state senator, Compton College  
Jessamyn West McPherson, author, Fullerton College  
Lee Meriwether, actress, City College of San Francisco  
Jackie Robinson, baseball player, Pasadena City College  
U.S. Rep. George Miller, Contra Costa College  
John Moss, former congressman, Sacramento City College  
Edward James Olmos, actor/director/producer/community activist, East Los Angeles College  
Martin Yan, master chef, Golden West College  
Wayne Wang, filmmaker/producer, Foothill College  
Cindy Williams, actress, Los Angeles City College  
Beverly O'Neill, mayor of Long Beach, City College  
Bernard C. Parks, police chief, L.A. Police Department, Los Angeles City College  
John Petersen, Exec. Director, Accrediting Commission for Community  
& Junior Colleges, Modesto Junior College  
Rosemary Pleiffer, superior court judge, College of San Mateo  
David R. Pierce, president, American Assoc. of Community Colleges, Fullerton College  
Glen Craig, commissioner, California Highway Patrol, College of the Sequoias  
Lourdes G. Baird, U.S. federal judge, Los Angeles City College  
Roderick W. Beaton, president and CEO, United Press International, San Joaquin Delta College  
W. Michael Blumenthal, U.S. Secretary of the Treasury, City College of San Francisco  
Robin Williams, comedian and actor, College of Marin  
Sue Wong, fashion designer, Los Angeles Trade-Tech College  
Charles E. Young, UCLA chancellor, San Bernardino Valley College

# Steinbeck Found Inspiration on Road

*The Harvest Gypsies*, by John Steinbeck

Forward by Charles Wollenberg. Heyday Books, 1999  
80 pages, illus. \$7.95.

Available for purchase online at [www.faccc.org](http://www.faccc.org) (See "Special Member Services," "FACCC Book Service")

Reviewed by Lee Hancock, L.A. City College

John Steinbeck, California's most famous writer, introduced us in 1939's *The Grapes of Wrath* to the Joad family, who wandered up and down our state to find farm work during the Great Depression.

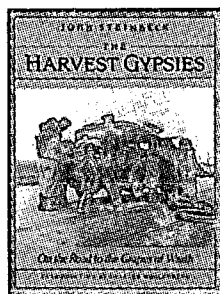
The information and insight to write this popular book, as well as an earlier work, *In Dubious Battle*, was gleaned much sooner, however, during Steinbeck's own travels through the migrant worker camps in October 1936.

This journey, first presented as a series of seven articles in *The San Francisco News* in 1936, was published by Heyday Books in 1988 as *The Harvest Gypsies*, a slim volume that shows how Steinbeck's concern was awakened. This edition was published last year, around the same time *The Harvest Gypsies* was named number 31 on the "Top 100 List of the Century's Best American Journalism."

**The conditions Steinbeck found** on his trip are also seen in Dorothea Lange and other's stark black and white photographs, many of which accompanied Steinbeck's original articles. California historian Charles Wollenberg establishes a context in the introduction, setting the scene for the tour itself with a discussion about agricultural history and conditions in California over a long period.

Steinbeck and Tom Collins, manager of a federal farm camp, traveled in an old bakery truck, visiting with farmers in their makeshift shanties and in government camps. They saw, first hand, the poverty in which the migrant families lived, in "houses" of cardboard and tin that left them hungry, dirty, without energy or spirit. The workers lacked access to clean water, toilets or washing facilities. Infant mortality was high, medical or pre-natal care non-existent. Families who had left drought-starved farms in Oklahoma and Arkansas were used to a stable existence; migrant life was new for them.

**Class structure was not absent** from the fields, where two groups competed for scarce work: dispossessed whites (independents used to working for themselves), and foreign workers ("peons" who had always worked for wages). The foreign workers were apt to be



deported at the end of a season. This multicultural mix of Chinese, Japanese, Filipino and Mexican was more open to union organizing efforts than their "independent" competitors. Of course, the farm owners pitted these two groups against one another.

**The only ray of light** for

California farm workers at the time were the government camps, few in number, but organized along democratic principles, and providing water, soap, food, medical care and social services. They treated the migrants with dignity and respect. There were only two of these "models" when Steinbeck's tour took place, and never more than 15 in this small New Deal experiment. All were gone by 1939-1940.

Steinbeck predicts in *Harvest Gypsies* that, in the future, farms would be worked by white laborers demanding a higher standard of living than the foreign workers of the '30s. He also warns that California agriculture must restructure to adapt to the needs of the migrant worker.

It was clear in 1936 that large farm conglomerates were in control of major tracts of fertile land in the state, especially in the San Joaquin Valley, and in control of the water. Although water rights were controlled, available to owners of 160 acres of land, these limitations were not effective in controlling the power of big farmers over the water. Steinbeck's predictions and warnings, however, were not heeded.

The resistance of big-money farm owners to the struggles of farm workers who sought better working conditions, presented by Carey McWilliams' *Factories in the Fields* and in the 1950s by Edward R. Murrow in his TV documentary *Harvest of Shame*, continues. California agribusiness is, even today, still struggling to maintain its upper hand against the farm workers, as we see in reports of the 1997-98 strikes in the strawberry fields around Watsonville.

*The Harvest Gypsies* tells this significant ongoing story in miniature, in a style and vocabulary accessible to student readers, yet challenging for faculty as well. The book is worth buying for the pictures alone, and Wollenberg's introduction is an extra bonus. The book is a valuable, largely unknown treasure that I heartily recommend. ✎

Lee Hancock is a retired full-time instructor who taught for 29 years in the Los Angeles Community College District. She now teaches part-time at Los Angeles City College. Hancock has been a FACCC member since 1992.

# Benefit Improvements Gaining Speed

The California State Teachers' Retirement System board has approved the statewide Retirement Coalition's \$15 billion teacher benefits improvement proposal.

CalSTRS' May 4 decision, after extensive lobbying by FACCC and other coalition groups, paves the way for negotiations to begin with Gov. Gray Davis and the Department of Finance to approve the benefit enhancements for CalSTRS members.

The negotiations over the next few months will determine what Assembly and Senate bills will carry the proposal's components, and which CalSTRS benefit improvements the governor will support.

For active CalSTRS members, proposed benefit improvements include:

- Highest-year compensation (\$5.1 billion cost)
- Increased career bonus with 2.5 percent age factor (\$4 billion)
- Creditable compensation (\$0.4 billion)
- Rule of 85 (no cost to CalSTRS—bargainable at the college district level)

For retired CalSTRS members, proposed benefit improvements include:

- MediCare Part A compensation (To help qualify for MediCare Part A hospital stays) (\$2.1 billion)
- Retiree ad hoc benefits (\$0.9 billion)
- Expand minimum allowance eligibility (\$89 million)
- Catastrophic healthcare/prescription drug (up to \$2 billion).
- 80 percent purchasing power (no cost to CalSTRS).

Please send letters as soon as possible to Gov. Gray Davis asking him to support the above proposals.

The Honorable Gray Davis  
State Capitol  
Sacramento CA 95814.

Sign your letter with your full name and address, and forward a copy to FACCC: 926 J Street, Suite 211, Sacramento, CA 95814-2790

Tell the governor your personal story about your need for equitable retirement benefits. Include the following talking points in support of the \$15 billion California State

Teachers' Retirement System/Statewide Retirement Coalition benefit improvements proposal:

- The \$15 billion package of new benefits will retain - and recruit - quality K-14 teachers.
- The current level and types of California State Teachers' Retirement System benefits fall well below the level and types of benefits available to California Public Employees' Retirement System members.
- The \$15 billion increase in benefits is financially responsible—without using general fund dollars—for a 30-year period, and will not adversely effect the CalSTRS fund, K-14 districts or CalSTRS members.
- This proposal to increase CalSTRS benefits received almost unanimous support from the CalSTRS board, with all three statewide elected board members (superintendent of public instruction, state controller, and state treasurer) supporting the \$15 billion expenditure to increase teacher retirement benefits. *AK*

## Become a Life Member

Stay updated on California State Teachers' Retirement System benefit improvements and other community college faculty issues by becoming a FACCC Life Member.

A Life Member receives all publications, has the right to vote and may attend all FACCC events and activities at a discount. To become a Life Member you have a choice of paying a one-time \$300 membership fee or recruiting two new FACCC members.

For more information, contact Lyndon Marie Thomson at (916) 447-8555 or [LyndonMT@aol.com](mailto:LyndonMT@aol.com)

## Speak Your Mind in FACCTS

The Good Life relies on reader contributions. If you have a story to share about preparing for retirement, reflections on enjoying your retirement, or related topics, we'd like to hear it. Contact Katherine Martinez at (916) 447-8555 or [k7martinez@aol.com](mailto:k7martinez@aol.com). See writers' guidelines under "Publications" at [www.faccc.org](http://www.faccc.org).

# CalSTRS Offers Home Loans, Investment Opportunities

**T**he CalSTRS Home Loan Program, [www.calstrs.ca.gov/benefit/homeloan/homeloan.html](http://www.calstrs.ca.gov/benefit/homeloan/homeloan.html), offers a total of 12 participating lenders. This makes it possible to find a CalSTRS-affiliated lender to arrange for a new home loan or refinance an existing one in any of hundreds of mortgage loan offices around the state.

To qualify for a CalSTRS home mortgage loan, the home you plan to buy must be your principle residence; the mortgage loan amount cannot exceed \$350,000, the home must be located in California, and any loan that is for 80 percent or more of the cost of the home must have private home mortgage insurance.

You can obtain a home mortgage loan for 15-year or 30-year terms on fixed-rate loans with a competitive interest rate and the ability to lock in the lowest interest rate available on either the date your application is accepted, the date of lender approval or the date your escrow documents are drawn. You can purchase a single-family, two-family, three-family, or four-family dwelling, single-family cooperative apartment or a single-family condominium.

**In addition to traditional home mortgage loans,** CalSTRS has two new home loan programs. First, a "no points, no fees" option which allows you to borrow up to 95 percent of the home price and CalSTRS pays all nonrecurring costs. You pay only 5 percent down and prepaid interest; and your interest rate is competitive. Second, the CalSTRS/California Housing Loan Insurance Fund Zero-Down Preferred Program combines the traditional 95 percent loan-to-value with the secondary

financing provided by CalSTRS equal to 5 percent of your home's purchase price.

For more information, contact Robert Woods at CalSTRS, (916) 229-3799 or visit [www.calstrs.ca.gov](http://www.calstrs.ca.gov).

**T**he California State Teachers' Retirement System **Voluntary Investment Program**, formerly known as the 403(b) Plan, is designed to provide school employees with an opportunity to supplement their retirement benefits. CalSTRS sponsors and oversees the program, which is structured as a tax-exempt, governmental fund.

The program uses professional money managers, carefully selected by CalSTRS, to manage your investments. Participants may also make their own investment decisions using the self-managed account; a discount brokerage service giving you access to nearly 3,000 mutual funds.

The CalSTRS VIP offers

**The CalSTRS VIP offers an array of investment options, including mutual funds and annuities, designed to help you meet your retirement savings goals.**

an array of investment options, including mutual funds and annuities, designed to help you meet your retirement savings goals. VIP participants may select from a menu of quality investment options. Each fund offers a distinct profile of risk and return characteristics to provide you with choice and control. The quality investment line-up ranges from more to less conservative.

You can allocate your investments among the following options that have been selected for the program by CalSTRS investment professionals and the CalSTRS board: Provident Institutional Fund's TempCash Prime Money Market Mutual Fund, S&P 500 Index Fund or EAFE Equity Index Fund.

**The program also provides private sector quality support** through a partnership with State Street Bank and Trust Company. CalSTRS has negotiated an asset-based fee arrangement that delivers the oversight, service, and investment options at an extremely competitive cost. For more information, contact Francisco Lujano at CalSTRS, (916) 229-3812 or visit [www.calstrs.ca.gov](http://www.calstrs.ca.gov).



# Speech

## FACCCTOTUM

*...The power of speech, to stir men's blood.*

—William Shakespeare

*Free speech not only lives, it rocks!*

—Oprah Winfrey

*A speech is poetry; cadence, rhythm, imagery, sweep!  
A speech reminds us that words, like children, have  
the power to make dance the dullest beanbag of a  
heart.*

—Peggy Noonan

*Speech is power: Speech is to persuade,  
to convert, to compel.*

—Ralph Waldo Emerson

*For of the three elements in speechmaking—speaker,  
subject, and person addressed—it is the last one, the  
hearer that determines the  
speech's end and object.*

—Aristotle

*If all my talents and powers were  
to be taken from me by some inscrutable  
Providence, and I had my choice of keeping but one,  
I would unhesitatingly ask to be allowed to keep the  
power of speaking, for through it, I would quickly  
recover all the rest.*

—Daniel Webster

*The average man thinks about what he has said; the  
above average man about what  
he is going to say.*

—Anonymous

*Not only is there an art in knowing a thing, but also  
a certain art in teaching it.*

—Cicero

*A good many people can make a speech, but saying  
something is more difficult.*

—H.V. Prochnow

*Style is proper words in proper places.*

—Jonathan Swift

# Call for Submissions

FACCCTS, the journal of the Faculty Association of California Community Colleges, seeks contributors for articles, commentaries, teaching tips and book reviews. FACCCTS also seeks artwork, graphics and cartoons from community college faculty and students. See page 12.

## Deadlines

July 17 for the September 2000 issue  
(Academic Integrity)

Oct. 9 for the December 2000 issue

Jan. 15 for the March 2001 issue

April 16 for the June 2001 issue

For writers' guidelines,  
see "Publications" at [www.faccc.org](http://www.faccc.org)  
or contact

FACCCTS Managing Editor Katherine Martinez at  
(916) 447-8555 or [k7martinez@aol.com](mailto:k7martinez@aol.com)



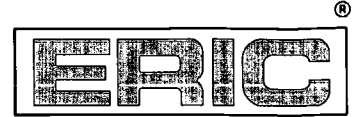
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